Mrs. Canfield

HAMILTON COLLEGE

Catalogue

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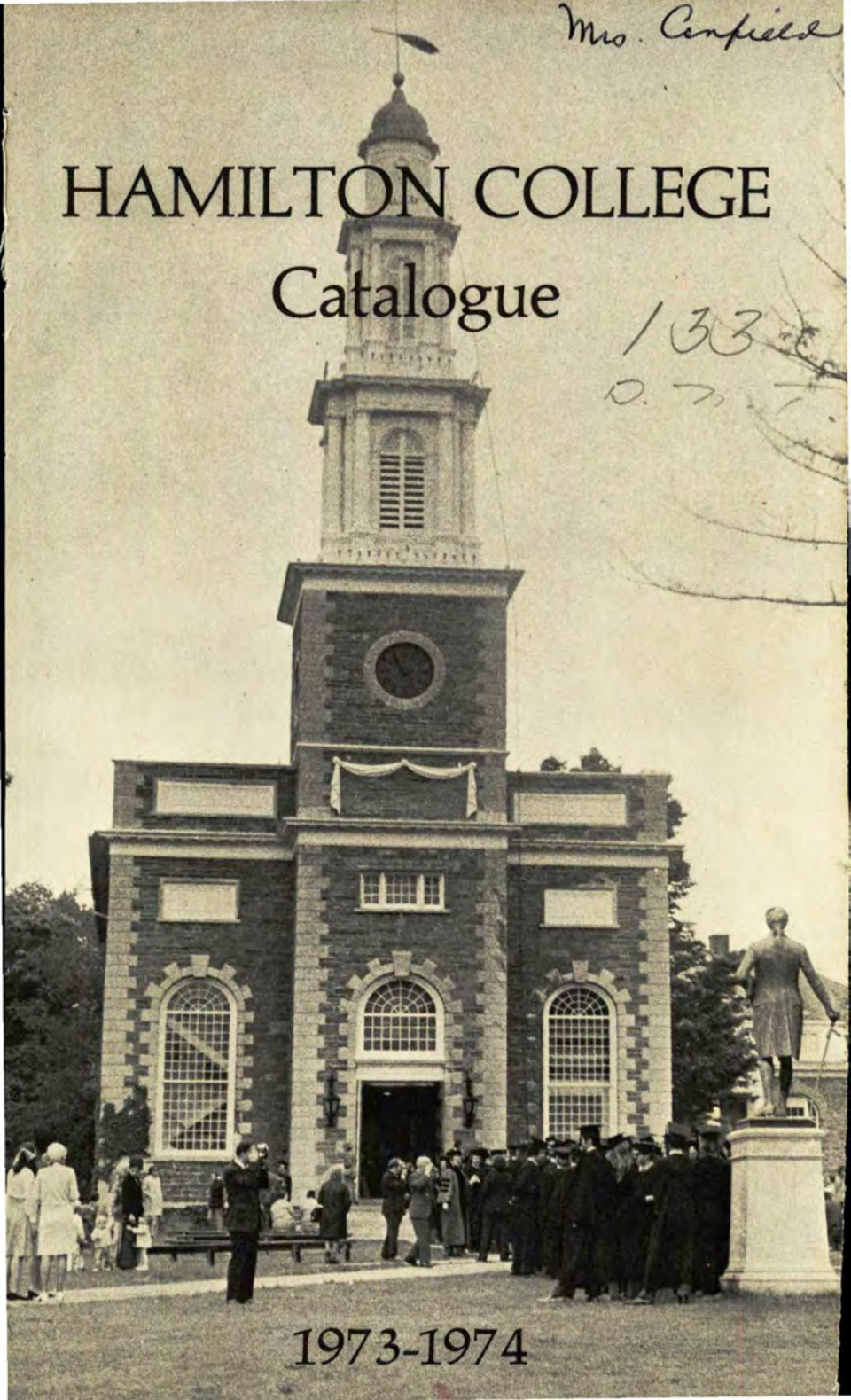


1973-1974

HAMILTON COLLEGE CATALOGUE

1973-1974

September, 1973

CLINTON, NEW YORK 13323

Table of Contents

FOREWORD 6

ENROLLMENT

Admission 9
Expenses 13
Financial Aid 17

ACADEMIC INFORMATION

Academic Program 28
Courses of Instruction 45
Kirkland Courses 99

GENERAL INFORMATION

The College and Its Resources 167
Undergraduate Life 172
Cultural Events 176
Student Organizations 180

HONORS AND AWARDS

Honors 185
Fellowships 186
Prize Scholarships 187
Prizes 190

APPENDIX

Board of Trustees 196
The Faculty 199
Administrative Officers and Staff 208
Alumni Council Members 209
Degrees, Honors and Awards 211
List of Students 217

INDEX 229

Hamilton Calendar 1973-74

SEPTEMBER	6– 9	Thurs.–Sun.	Freshman orientation program
	9	Sun.	Registration for upperclassmen
	9	Sun.	Convocation, 2 p.m.
	10	Mon.	Classes begin, 8 a.m.
	17	Mon.	Last day to drop or add a course, to exercise pass/fail option
	29	Sat.	Homecoming
OCTOBER	13–14	Sat.–Sun.	Parents' weekend
	20–23	Sat.–Tues.	Midsemester recess
	22	Mon	Midsemester warnings due
	24	Wed.	Classes resume, 8 a.m.
NOVEMBER	8–16	Thurs.–Fri.	Preregistration for Spring semester and Winter Study
	22–25	Thurs.–Sun.	Thanksgiving recess
	26	Mon.	Thanksgiving recess ends, 8 a.m.
	30	Fri.	Final date for changes in courses elected for Spring semester
DECEMBER	11	Tues.	Fall semester classes end, 4 p.m.
	12–15	Wed.–Sat.	Reading and conference period
	16–21	Sun.–Fri.	Final examinations
	21	Fri.	Christmas recess begins, 12 noon
JANUARY	3	Thurs.	Christmas recess ends, Winter Study begins, 8 a.m.
	23	Wed.	Winter Study ends, 4 p.m.
	27	Sun.	Registration for second semester
	28	Mon.	Spring semester classes begin, 8 a.m.
FEBRUARY	4	Mon.	Last day to drop or add a course, to exercise pass/fail option
MARCH	15	Fri.	Spring recess begins, 4 p.m.
	18	Mon.	Midsemester warnings due
APRIL	1	Mon.	Classes resume 8 a.m.
	1– 5	Mon.–Fri.	Sophomores declare concentration
	11–19	Thurs.–Fri.	Preregistration for Fall semester
MAY	8	Wed.	Class and Charter Day
	10	Fri.	Spring semester classes end
	11–14	Sat.–Tues.	Reading and conference period
	15–21	Wed.–Tues.	Final examinations
	26	Sun.	Commencement

Foreword

Hamilton College is an independent and privately endowed liberal arts college for men. Instruction on its campus has been continuous since 1793 when Samuel Kirkland, missionary to the Iroquois Indians, achieved his lifelong ambition: the founding of an academy.

Although Kirkland's special aim of educating Indian youth proved illusory and frustrating, the academy enjoyed both local and national support from the outset. Among friends who responded sympathetically to Kirkland's new venture were George Washington and Alexander Hamilton. By way of showing gratitude for Kirkland's contribution to the American Revolution by securing the neutrality of the Indians, Hamilton consented to be one of the first trustees of the new academy which bore his name.

On July 1, 1794, Baron von Steuben, "the drillmaster of the Revolution," laid the cornerstone of the first building of the Hamilton-Oneida Academy. Eighteen years later, in 1812, the academy was chartered as Hamilton College.

Throughout its history the College has chosen to remain small in order to continue to stress the quality of its education, its tradition of intellectual distinction and its concern with the individual student. Hamilton begins its 161st year with an enrollment of approximately 950 students.

Since 1968 Kirkland College, a liberal arts college for 650 women, has been in operation on a campus immediately adjacent to Hamilton. Although the two colleges are administered separately and each has its own faculty and curriculum, students at one may enroll in courses at the other. Thus most courses are coeducational. Hamilton and Kirkland cooperate closely in design-

ing their curricular offerings so as to insure a full range and variety of courses.

Although courses naturally vary in enrollment, Hamilton is able to keep the average class size small enough to insure that every student will receive considerable individual attention. Virtually all courses at Hamilton are taught by full-time members of the faculty — there are no teaching assistants — and freshmen are just as likely as seniors to be taught by the most distinguished and experienced members of the teaching staff.

Hamilton students benefit not only from the College's small size but also from the continuing generosity of its friends and alumni. With endowment assets valued at approximately $30 million, generous annual contributions for current support, and a well-equipped plant, Hamilton is able to provide an education much costlier than tuition alone could support. Endowment income alone creates an annual subsidy of more than $1,300 per student. The College's resources include about 110 scholarship and loan funds with total assets of approximately $3.3 million.

Although Hamilton is not affiliated with any religious denomination, the College has always respected the religious motives and traditions of its founder and early leaders. Hamilton has great confidence in the personal integrity of its students, who govern themselves under a long-established honor system. The College has a varied and vigorous program of intercollegiate and intramural athletics, but also puts emphasis on teaching carry-over sports.

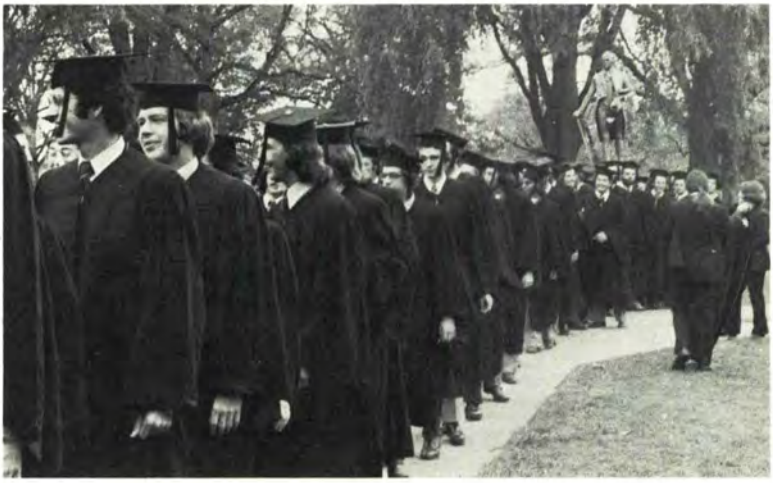
Above all, Hamilton concerns itself with the development of its students' intellectual abilities and takes pride in the unusually large number of its graduates whose careers have been marked by distinguished and pioneering work.

ENROLLMENT

Admission

Expenses

Financial Aid



Admission

Hamilton College selects among applicants for admission to the freshman class on the basis of scholarship and character. Each year there are many more qualified applicants than there are spaces available. Therefore, admission is competitive.

Among the qualified candidates preference will be given to sons of alumni and to those who live in regions or attend schools not already well represented in the class. Preference will also be given to applicants who show promise of being able to make contributions to campus activities. Members of minority groups are especially encouraged to apply.

Application for admission to the freshman class should be made to the Director of Admission, Hamilton College, Clinton, New York 13323. A candidate should file his application as early as possible in his senior year, but in any event no later than March 1.

REQUIREMENTS FOR ADMISSION

Secondary School Credits

A candidate for admission is expected to complete a secondary school course which gives preparation for the work of a liberal arts college. Sixteen units will be required, drawn from the usual college preparatory subjects of English, mathematics, foreign language (ancient or modern), science and social studies. Although the College does not prescribe how these subjects shall be distributed, it expects a minimum of four years of English, three years of

mathematics, two years of science, and three years of one foreign language. If this language is to be continued at Hamilton it is strongly recommended that it be studied through the senior year of secondary school. Candidates who propose to participate in the cooperative engineering program (page 41) should offer strong records in mathematics and the physical sciences. Because of the intellectual demands of college work, candidates are urged to pursue a strong academic program during the final secondary year, carrying a minimum of four preparatory courses. Since Hamilton College stresses above all else the ability and the ambition to do intellectual work, it will consider the applications of highly recommended, able candidates whose preparation is somewhat irregular in the number of units presented and in the subjects studied.

Examinations

Candidates must submit results of either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT Test Battery of the American College Testing Program. It is expected that all testing will be completed not later than January of the year the student wishes to enter the College.

Information about the applications for the tests may be obtained from secondary school guidance offices or by writing to the College Entrance Examination Board, Box 592, Princeton, N. J. 08540, or Box 1025, Berkeley, Calif. 94701; or the American College Testing Program, Box 414, Iowa City, Iowa 52240.

Admission Interview

Each applicant is required to visit the campus prior to March 1 for a personal interview. Only occassionally, and then because the applicant lives a great distance from the College, may this requirement be satisfied by an off-campus interview. The candidate should write or telephone (315-859-4421) the Admission Office to request a specific date for an appointment. The Admission Office is open Monday through Friday from 9:00 a.m. to 11:30 a.m. and from 1:30 p.m. to 4:00 p.m. Except during June, July, and August, the Offices are also open Saturdays from 9:00 a.m. to 11:30 a.m., but the candidate is encouraged to schedule his interview for a weekday. Secondary school juniors should defer their

visits until they have completed the eleventh grade. Overnight accommodations are available in the Bristol Campus Center; it is advisable to make reservations with the Center (315-859-7193).

Early Decision

The candidate who has Hamilton as his first choice may ask for an early decision on his application. Since this policy has been adopted as a means of alleviating the problem of multiple applications, a request for early decision should be made as early as possible (any time after July 1) so that the candidate will know in sufficient time whether he need apply to other colleges. He may, however, request an early decision on his application as late as February 1. Regardless of the date of application he will be notified within two weeks after his application file is complete. If admission is offered and accepted, it is understood that the candidate will not apply to other colleges, or, if he has already submitted other applications, that he will immediately withdraw them. Should he be a candidate for financial aid, action will be taken on this application at the same time as his application for admission. Early decision will be based on: (1) the candidate's school record through the junior year; (2) the recommendation of his school; (3) the results of the Scholastic Aptitude Test or the American College Test taken in the junior year; (4) the personal interview. No candidate should request early decision unless he is absolutely certain that Hamilton is his first choice.

Early Admission

A candidate who can meet high school graduation requirements by the end of his junior year and wishes to matriculate at that time will receive the same consideration as any regular applicant.

Deferred Admission

Any candidate already admitted who wishes to delay entrance for one year and who is certain that Hamilton is his choice may request deferred admission. A place will be reserved for him on payment of the required registration deposit (see page 13). As is the case with early decision, deferred admission should be requested only by a candidate who is certain that Hamilton is his first choice.

Transfer from Other Colleges

The College is interested in the well-qualified student who, for sound reasons, wishes to transfer to Hamilton. Preference will be given, first, to those who would matriculate as sophomores, next to those who would do so as juniors. Because of the College's graduation and residency requirements (pages 30–39), no transfer student may be admitted as a member of the senior class. Admission by transfer is normally granted only when the applicant has maintained a standing in the upper half of his class.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on placement tests given by the College Entrance Examination Board may, with the approval of the department concerned and the Academic Council, be granted advanced placement, or appropriate credit, or both. Information about these tests can be obtained from the College Entrance Examination Board. In addition, entering students who have been enrolled in early admission, enrichment, or similar college-level programs offered by other two- or four-year colleges may, with the approval of the appropriate department and the Academic Council, be granted advanced placement, course credit, or both.

REGISTRATION

Freshmen must report several days before the formal opening of College. During these days each freshman has an interview with his faculty adviser and takes aptitude and achievement tests. The information supplied by the tests is used by the Deans and by faculty counselors to help each student adjust to the life and work of the College.

All students must register before the opening of College. Schedules of returning students are revised at this time, if necessary, and the schedules of new students arranged.

Expenses

A College education of the quality that Hamilton offers is necessarily expensive. Although — thanks to the College's endowment and the gifts and grants it receives — the tuition charge represents only one-half the actual cost of a student's education, many Hamilton students (nearly 40 per cent of those enrolled in an average year) need financial aid. Scholarship money, employment opportunities and loans have been provided for those who demonstrate this need. For detailed information about financial aid, see pages 17—26.

The fixed charges for a year at Hamilton to cover tuition, board, room and the over-all fee amount to $4,230. On the average, a student will need approximately $500 more to cover his personal expenses, the actual amount dependent in part upon the distance between his home and the College.

COLLEGE FEES

Application Fee, Deposits

Application Fee. A non-refundable fee of $15.00 must accompany each application for admission.

Registration Deposit. Candidates offered admission must pay by May 1 a non-returnable deposit of $100.00. This fee is credited on the first bill.

Guarantee Deposit. An initial guarantee deposit of $25.00 is required from each regularly enrolled student upon entering College.

This deposit will be held to insure final payment of minor bills. Any unused balance will be returned to the student after he leaves College.

Tuition and Other Fixed Fees for 1973-74

Tuition	per year	$2,650
Room (dormitory)	per year	600
Board (in College dining halls) . .	per year	730
Over-all Fee	per year	250

Tuition. All undergraduates pay the basic tuition fee. For the occasional special or non-matriculated student given permission by the faculty to carry less than the minimum full-time program of four courses, the tuition charge will be applied at the rate of $350 per course.

Students who enroll in more than four courses (exclusive of Music 13-14 and Music 15-16) pay an overelection fee of $350 for each extra course selected, with the exception that each student is entitled to one such overelection during his residence at Hamilton without charge.

Room and Board. The figures given above are those for rent of a room in a College dormitory and for board in College dining halls. Rates for room and board in fraternity houses are determined by each house. The College provides a 6′6″ bed with springs and mattress, a desk, chair and dresser for each occupant. Because of dormitory financing commitments a student who moves from a dormitory to a fraternity house after two weeks from the opening date of any semester will not be entitled to any rebate on his room rent. A student who elects an alternate meal plan (less than 19 meals a week) will be entitled to a modest rebate on his board bill, provided the election is made within two weeks of the opening date of a semester. A student who lives in a dormitory and is given permission to make his own board arrangements (see *Room and Board Policy*, page 183) will be assessed a service charge for this privilege.

Over-All Fee and Medical Service. The over-all fee is paid by all registered students except those participating in the Semester in Washington program, who pay a reduced fee of $150 a year. The

over-all fee covers charges for student publications, student activities, educational equipment, and medical services.

Medical services include medicines, treatments and X-Rays at the College's Health Center. These are without charge except that medicines which cost in excess of $1.50 for a routine course of prescribed treatment, and laboratory test materials costing in excess of $1.50, will be charged to the patient. A fee of $10.00 will be charged for certain elective physical examinations. Board for patients is charged at the current college rate. A student who takes his meals in college dining halls receives credit for meals missed while he is in the Health Center.

Group accident insurance is extended without separate charge to all regularly enrolled students who pay the overall fee.

The Basic Plan will cover the actual cost up to $500 of any medical or surgical treatment, including hospitalization, and the services of trained nurses and other necessary medical charges that may be required as the result of an accident. Excluded, however, are all such charges that may be incurred at the college-operated Health Center. There is a $50-deductible clause applying to each incident except those incurred in intercollegiate sports participation or in approved intramural athletic contests.

In addition to the Basic Plan, the College has a Major Medical Plan. Under this plan, the insurance carrier will pay 80% of expenses resulting from an accident and in excess of $500 up to a maximum of $7,500 per accident.

Coverage under both plans runs from September to June and affords protection against all accidents whether sustained at the College or elsewhere. All bills and charges in connection with a given accident must be presented to the College within two years of the time of the incident.

Except as described above, the College assumes no responsibility for medical or health services to the students.

Special Examination Fee. A special examination fee of $60.00 is charged for each examination to earn credit for independent coverage or course work (see page 38).

Graduation Fee. A graduation fee of $20.00 must be paid by each senior. The charge will appear on the December bill.

Music Fees

Private instruction in voice or instruments is normally $120 per semester. This does not apply to students taking instruction to satisfy the performance requirements for a concentration in music.

Optional Social Fee

As a service to the Student Activities Committee, the summer bills for upperclassmen may include a $25.00 charge for the social ticket, depending on each student's option at the time of pre-registration in the spring. All summer bills to freshmen will include the charge for the social ticket; any freshman who does not want to purchase a ticket may deduct the item from his bill, notifying the business office when he returns the bill. Holders of the social ticket and their dates are admitted to entertainment and social events at substantial savings.

Payment of Bills

One-half the annual charges are billed in late summer and the other half in December. These bills will be mailed in summer to students' homes and in December to their college addresses, with a copy to their homes. The summer bill must be paid by August 31 and the December bill by January 15.

Many organizations and banks offer various payment plans for tuition and fees. These allow for payment periods as long as seventy-two months. The College does not advocate any particular plan, but the Office of Financial Aid has a list of tuition-paying organizations which can be supplied on request.

Any student whose bill is not paid as provided herein may be excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have his grades recorded or obtain a transcript of his record.

Because costs of operation are fixed, the College must follow a very limited refund policy: If a student enters late, withdraws, is suspended or dropped, or is absent for academic reasons over the Winter Study Period for two weeks or more—unless the absence involves an exchange with another institution—his board bill is appropriately reduced. No other charges are refunded or remitted.

Financial Aid

Many Hamilton students receive financial assistance through College grants, and a number augment their resources through part-time employment and long-term loans. General scholarships are available to a large number of freshmen, and many of the special scholarships are also available to first-year men provided they meet the particular requirements stipulated in each instance. It should be noted that, in the main, these grants are awarded to candidates who have demonstrated their capacity for intellectual achievement, who have shown promise of leadership, and who have demonstrated need for financial aid. Any candidate for admission is eligible to apply for financial aid.

Hamilton College is a member of the College Scholarship Service of the College Entrance Examination Board. This Service assists the College in determining the student's need for financial aid. Entering students seeking such assistance are required to submit a copy of the Parents' Confidential Statement to the College Scholarship Service, designating Hamilton College as one of the recipients. The filing of this application prior to February 15, 1973, will ensure a candidate being given consideration for any scholarship, special or general, for which he may be eligible. Except for upperclass applicants, no other application need be filed. The Statement may be obtained from a secondary school or from the College Scholarship Service, Box 176, Princeton, N. J. 08540, or Box 1025, Berkeley, Calif. 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, N.Y. 13323.

GENERAL SCHOLARSHIPS

Any Hamilton undergraduate is eligible to apply for a general scholarship. The scholarships were established as an aid for those who find it difficult to meet the cost of a college education and should not be sought by others. Scholarship aid is granted as an expression of confidence in the continued and improving academic performance of the student.

These grants are supported in part by the income from more than seventy scholarship foundations and in part by the general funds of the College. Stipends range in amount from a few hundred dollars to total expenses. They are awarded on the basis of need and funds available. The following are the procedures and regulations which govern the awarding of general scholarships.

1. Consideration of an application for financial aid cannot be given until the candidate has made application for admission to the College. The granting of admission in no way guarantees the granting of a scholarship.

2. A grant is awarded for a single semester but will normally be renewed for the second semester of a college year. Grants are credited against College bills.

3. Awards are re-evaluated each year; thus, in the spring of each year, students who wish to be considered for the renewal of an award will file an application with the Director of Financial Aid.

4. The Committee on Financial Aid reserves the right to remove the scholarship of a student if his academic performance is deemed unsatisfactory or his personal conduct is judged detrimental to the best interests of the College.

The Charles A. Dana Scholarships

The Dana Scholarships are available at the beginning of the sophomore year and continue through the senior year, provided the recipient continues to fulfill the requirements. Fifteen to twenty sophomores will be appointed Dana Scholars each year. They will be selected at the end of their freshman year on the basis of academic achievement, character and leadership.

Depending on need, each Dana Scholar will receive a grant from $100 to full tuition. Students having no financial need are

eligible for appointment as Dana Scholars and will receive a token minimal grant of $100.

Scholarships for Sons of Secondary School Teachers

Hamilton College awards each year three scholarships to the sons of secondary school teachers. One, with a value of up to $10,000 over a four-year period, is offered to sons of secondary school teachers in the state of Illinois. The other two, also with a value of up to $10,000, are offered in the states of New York and Pennsylvania.

SCHOLARSHIPS OFFERED IN SPECIFIC AREAS

Illinois

The *Alumni Association of Chicago* offers a scholarship to an entering freshman. The award will pay up to the total cost of the College, depending on the need of the recipient.

Sons of Illinois Secondary School Teachers should note above the provisions of the scholarship open to them.

New Jersey

The *New Jersey Alumni Scholarship*, with a value of up to $8,000 over a four-year period, is offered to students attending schools in Bergen, Essex, Hudson, Hunterdon, Middlesex, Morris, Passaic, Somerset, Sussex, Union and Warren Counties.

Minnesota

The *Minnesota Alumni Association* offers a scholarship to an entering freshman which will pay up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

New York

The *Adirondack Alumni Scholarship*, with a value of up to $6,000 over a four-year period, is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Wash-

ington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts of the class of 1904 provides the funds for this scholarship.

The *Daniel Burke Scholarship* is awarded with preference given first to a student from the public high school in Oxford, N. Y., and second, to a resident of Chenango County. If there should be no eligible candidate, then the scholarship may be awarded at large.

The *Alumni Association of Metropolitan New York Scholarship* is offered to students who attend schools in the New York area. This scholarship will pay up to $8,000 over a four-year period; the exact amount will depend on the financial need of the recipient.

In certain years, candidates for admission who attend schools in Livingston, Monroe, Ontario, Orleans, Wayne and Yates Counties are eligible to compete for the *Lieutenant Willard B. Eddy, Jr., Memorial Scholarship*, established by Mr. and Mrs. Willard B. Eddy of Rochester, N. Y., in memory of their son. This scholarship carries a value of up to $8,000 over a four-year period and is awarded on the basis of academic achievement and character.

The donor of the *Charles Melville Fay Scholarship* has specified that preference be given to students from Steuben County, New York, or from the western part of New York State.

In certain years, secondary school students from Cayuga, Cortland, Onondaga, Oswego, and Seneca Counties are eligible for the *David Shove Hastings Scholarship*, established by Mr. and Mrs. J. Murray Hastings in memory of their son. This scholarship will pay up to $8,000 over a four-year period.

The *Charles Anthony Hawley Scholarship* was received under the will of Anna H. Story in memory of Mr. Hawley, a former trustee of the College. It gives preference to graduates of schools of Seneca Falls, New York.

The *Honorable Irving M. Ives Scholarship*, founded by the Norwich Pharmacal Company, is awarded in certain years with preference given, first, to the son of an employee of the company and, second, to a resident of Chenango County.

Sons of Secondary School Teachers in the State of New York should note above the provisions of the scholarship which has been made available to them.

Certain special scholarships are reserved by the donors for graduates of specified secondary schools in New York State. The terms of the *Elizabeth R. Fitch Scholarship* stipulate that preference be given to graduates of the Westmoreland High School. The *George E. Dunham Scholarship* is restricted to graduates of the public high schools within the city of Utica, N. Y., and the *A. W. Soper Scholarship* to graduates of the Rome Free Academy. The *Charlotte Foster Babcock Scholarships* are available, first, to relatives of the donor, Edward S. Babcock of the class of 1896; second, to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield, N. Y.; and finally, to members of Emerson Literary Society.

The *Marcus Judson Scholarship* is reserved for a student from the Presbyterian Church of Watertown, New York.

The *Augusta M. Lovenguth Memorial Scholarship* is awarded with preference given, first, to a relative of the family and, second, to a student matriculating from Camden, Oneida County, New York.

In the awarding of the *Stephen W. Royce Scholarships*, students from Liberty, N. Y., and Pasadena, Calif., will be given preference.

The *Lee N. and Grace Q. Vedder Foundation Scholarship* is awarded with preference to applicants from Montgomery and Fulton Counties.

Ohio

The *Alumni Association of Northern Ohio* offers a scholarship to an entering freshman which pays up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

The *Tunnicliffe Scholarships* are available, first, to students from northwestern Ohio; and secondly, to any student who qualifies for financial aid.

Pennsylvania

The *Alumni Association of Philadelphia* offers a scholarship to students who attend schools in the Delaware Valley area. The

award pays up to $8,000 over a four-year period, depending upon the need of the recipient.

The *Alumni Association of Western Pennsylvania* offers to an entering freshman, a scholarship which pays up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

Sons of Pennsylvania Secondary School Teachers should note above the provisions of the scholarship available to them.

SPECIAL SCHOLARSHIPS

Hamilton College offers the following special scholarships for undergraduates who need aid and who meet the requirements set forth by the scholarship donors.

The *Vivian B. Allen Scholarships*, founded by the Vivian B. Allen Foundation of New York City, are reserved for students from foreign countries.

The donor of the *Edward S. Babcock Scholarship* has specified that preference be given to members of Emerson Literary Society.

The *Robert A. Bankert, Jr., Scholarship*, established by the family and friends of the late Robert A. Bankert, Jr., of the class of 1970, is awarded annually. Preference will be given to a student who has participated in athletics and who, at the beginning of his junior year, has shown significant improvement in his academic average.

The *James L. Bennett Scholarship* is awarded to a sophomore who gives evidence of outstanding moral character.

The *Harlan F. Calkins Scholarship*, established by the family and friends of the late Harlan F. Calkins of the class of 1929, is awarded, at the discretion of the Scholarship Committee, to a student of outstanding character and leadership.

The *George A. Clark Scholarship* is reserved for a candidate for the Presbyterian ministry, to be designated by the pastor and session of the First Presbyterian Church of Utica, or by the College.

The donor of the *Charles Holland Duell Scholarship* has specified that it be awarded to a member of the freshman class.

The *Dr. Edward R. Fitch Scholarships in Classical Languages,*

founded by E. Root Fitch of the class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin (courses in translation not included). The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

The *E. Root Fitch Scholarships*, founded by E. Root Fitch of the class of 1886, are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The *Geneva (N.Y.) Presbytery Scholarship* is reserved for a candidate nominated by that organization.

The *Irene Heinz Given and John La Porte Given Foundation Scholarships* are reserved for students who are preparing for admission to medical school.

The *Huguenot Society Scholarship*, with an annual value of $1,000, is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The donor of the *Arthur Hunter Scholarship* has specified that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The *Leavenworth Scholarship* is available to a student or students bearing the surname of Leavenworth.

The *Henry M. Love Scholarship*, established by William D. Love of the class of 1909, provides a scholarship for relatives of Henry M. Love of the class of 1883, or, when no such relative is in College, may be awarded to a senior in Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The *William DeLoss Love Scholarship* was established by William DeLoss Love of the Class of 1909, Mrs. William D. Scranton, and others. In accordance with the wishes of the scholarship donors, preference is given to descendants of William DeLoss Love of the class of 1843.

The terms of the *Annie L. MacKinnon Scholarship* stipulate that preference be given to a student whose record shows ability and interest in mathematics.

The *John MacNair Scholarship*, established by the will of Edna Thirkell Teetor, is reserved for students registered in the "3–2" engineering program (see page 41).

The *Willard Bostwick Marsh Scholarships*, established by Willard B. Marsh of the class of 1912 in memory of former President Melancthon Woolsey Stryker of the class of 1872, are available to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The *Jessie Smith Noyes Foundation Scholarships* are provided by an endowment grant and administered as part of the college scholarship program in memory of Alfred H. Smith '32.

The donor of the *Charlotte Buttrick Sackett Scholarship* has requested that it be awarded to a member of the sophomore class.

The *S. B. Steere Scholarship* was established for blood relations of the donor. If none appears, preference is given to candidates for the ministry.

The *Charles Van Arsdale, Jr., Scholarship*, established in memory of a member of the Class of 1972 by his family and friends, provides financial aid to students from countries other than the United States or Canada. In years in which there are no such eligible students, income from the scholarship fund may be used for the benefit of students without reference to the country of their origin.

FEDERAL AND STATE SCHOLARSHIPS AND GRANTS

Federal

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS, formerly Educational Opportunity Grants, provide an aggregate maximum of $4,000 in direct aid during undergraduate study. In no year can the SEOG exceed $1,500 or one-half the student's need, whichever is less. A limited amount of SEOG funds are reserved for students who demonstrate substantial financial need.

BASIC EDUCATIONAL OPPORTUNITY GRANTS became available to first-year, full-time students entering college after July 1, 1973. Maximum entitlement is $1,400 less the amount of the student's family contribution. No grants will be less than $200; therefore, to be eligible, the family contribution cannot be more than $1,200. During times of inadequate funding to meet the maximum entitlement of each student, BEOGs will be prorated. BEOGs are not administered by the College. Students

should apply directly to the Basic Educational Opportunity Grant Program, P.O. Box B, Iowa City, Iowa 52240.

State

NEW YORK STATE provides a liberal number of Regents College Scholarships in each county which are awarded on the results of a comprehensive examination given by the State Education Department to high school seniors. Regents Scholarships range from $250 to $1,000 depending upon the financial situation of the winner. Successful competitors may use this award at any approved college within New York State. In addition, all residents are eligible to apply for the Scholar Incentive Award Program which may yield an additional $600.

The receipt of any State or Federal award does not exclude consideration for special or general scholarships administered by the College.

Other states may offer similar assistance. Applicants should contact the State Education Department in their state of residence for specific information.

LOANS

National Direct Student Loans provide for low-interest (3%), long-term borrowing for students who demonstrate financial need. Maximum entitlement is $2,500 during the first two years of undergraduate study and $5,000 for all four years. In no case can the sum of NDSL and other assistance exceed the student's demonstrated financial need. Repayment normally begins after graduation.

Federally Insured Loans, often referred to as state or guaranteed loans, are available through a higher education assistance corporation or the United Student Aid Fund, depending upon the student's state of residence. Students who demonstrate financial need are eligible to receive Federal interest subsidy (7%) while they are enrolled in college. Repayment normally begins after graduation.

The *Theodore M. Pomeroy Loan Fund,* established in 1916 for the purpose of "assisting worthy young men to acquire an education at Hamilton College," is now valued at approximately

$25,000. The loans are repayable by seniors within three years, interest at three per cent being computed from the time the student leaves college, and by other students before returning to college the following fall with interest at three per cent being charged from the time the loan is made.

The *Frank Burgess Memorial Fund* was established under the will of Frank Burgess of Utica in 1969. Income from the fund will be loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five per cent (5%) per annum to commence at his graduation or on entering his life work."

The *Elmer C. Sherman Loan Fund*, effective in October, 1963, was established under the will of Ida M. Sherman in memory of her husband, a member of the class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged on these loans. The entire loan must be repaid within three years after graduation.

STUDENT EMPLOYMENT

The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide for student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, are under the supervision of the Career Center.

ACADEMIC INFORMATION

Academic Program

Courses of Instruction

The Academic Program

Hamilton provides a wide variety of intellectual disciplines under its liberal arts curriculum leading to the bachelor of arts degree. Under the present four-one-four course plan each student chooses four courses of study during each of the regular semesters and a Winter Study Project for completion during the month of January from among the offerings of twenty-one departments and five interdisciplinary programs in American Studies, Asian Studies, and Environmental Studies, Modern Languages and Theater and Drama. Successful completion of thirty-two semester courses and four Winter Study Projects is required for graduation. For specially interested and qualified upperclassmen the Washington Semester Program in government and Hamilton-sponsored programs in France and Spain provide unusually rich off-campus educational experiences. Because of the close coordinate relationship with Kirkland College a Hamilton student may draw upon the resources of both institutions and has a breadth of choice ordinarily available only in universities. Cross-registration by Hamilton and Kirkland students is an accepted part of education at the two colleges.

A noteworthy feature of the curriculum is the absence of required course work in any academic area other than the field of concentration during the two upperclass years. Breadth of intellectual experience is expected as a result of responsible choices made by the student in consultation with his academic adviser. In order to insure responsible choice and experienced advice, the College has established the Board of Advisers to assist freshmen

and sophomores in developing programs to intelligently serve their individual educational interests and needs.

During the Winter Study Period each student works on one project, free of competing demands upon his time and attention. The aim of the program is to provide every student with an experience of intellectual intensity and a degree of independence which is normally beyond the range of more comprehensive semester courses.

In designing a flexible curriculum the faculty has sought to give the individual student great responsibility for his own intellectual development, with the hope of accelerating and facilitating the new student's introduction to the variety of knowledge which the College offers, and with the belief that responsibility best assures his personal growth.

The Board of Advisers and the Adviser's Role

The freshman year program reflects the College's confidence in the responsible judgment of its students and its belief that they will desire a broad, varied educational experience. A list of courses open to freshmen is distributed to each new student during the summer prior to his arrival. Each course is briefly described, and from among them four are tentatively selected for discussion and final selection during the freshman orientation period. While decisions regarding course elections must rest finally with the student himself, the Board of Advisers offers as a fundamental guideline the proposition that a liberal education entails engaging the mind in studies which are distinguished generally as aesthetic, literary, philosophical, scientific, and societal. This suggests a standard against which the student may measure his curricular plans.

This system of advising makes articulate counseling central to the student's fulfillment of his educational goals. In consultation with his adviser the student regularly refers his efforts to his educational purposes. By sharing his experience regularly with his colleagues on the Board of Advisers, each adviser is aided in maintaining his objectivity and alertness to change. Each adviser is an experienced faculty member of full-time status.

The adviser is not a casual or occasional faculty contact for the Hamilton student. He gives guidance, not direction. So that his guidance may be fruitful for the student, the individual adviser

will be joined by two other members of the Board of Advisers in looking over the freshman's record at the end of his first semester at the College. On the basis of that record and more especially on the basis of the student's interests, needs and future study plans, the Board makes to the adviser and to the student whatever recommendations seem to be appropriate.

The aim of a more flexible curriculum is the development of the student's independence as an educated man. It is the student as an individual whom the College has existed to serve and whose personal growth represents the best argument for the continuing need in modern society for the relatively small center of liberal learning.

Graduation and Concentration Requirements

In order to qualify for a degree, each Hamilton student must complete thirty-two semester courses, four Winter Study Projects, and an area of concentration. The specific disciplines in which a student may concentrate are Anthropology, Art and Art History, Biology, Chemistry, Economics, English, French, Geology, German, Government, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Psychology, Religion, and Spanish. In addition, concentrations in American Studies, Modern Languages, Theater and Drama, and Asian Studies are offered.

The normal concentration consists of eight semester courses within a department. The department may specify particular courses to be required. Interdepartmental concentration may be arranged with the approval of the departments concerned and the Academic Council. With the approval of the departments concerned, it is possible to complete concentrations in two departments. A student may not, however, count a course as a part of the concentration requirement for more than one department. A student may concentrate in Sociology, which is offered at Kirkland College; he will have an adviser from the Hamilton Faculty.

A concentration in American Studies may be selected with the approval of the appropriate interdepartmental faculty committee. The concentration consists of twelve semester courses comprising a program approved by the committee; the program will include American Studies 21, taken no later than the fall of the junior year, and American Studies 49–50.

The concentration in Modern Languages requires the completion of two 20-level courses in each of two modern languages and the completion of an advanced literature course in one of them.

A concentration in Theater and Drama may be selected with the approval of the appropriate interdepartmental faculty committee. The concentration will consist of eight semester courses, including two semesters in acting and directing and such other courses, particularly those in dramatic literature, as the committee approves.

A concentration in Asian Studies may be selected with the approval of the appropriate interdepartmental faculty committee. The concentration will consist of eight semester courses from at least two departments. It will include at least one course from among History 14, 15, and 25, and such other courses as the committee approves.

A student selects his area of concentration at the end of his sophomore year. He must have completed at least a year course in the department in which he wishes to concentrate and must have received an average of 70 or higher for the two semesters combined and for any additional courses he may have taken in the proposed department of concentration. For unusual circumstances a department has the authority to waive this rule. A student who is not eligible for an area of concentration at the end of his sophomore year will be dropped from College.

The courses planned to satisfy the concentration requirement must be approved by the department at the time of election, and all subsequent changes of course elections within the area of concentration require the approval of the department. Students may change areas of concentration only with approval of the departments concerned and the Dean. Each student is required to take at least one course in each semester of his senior year in the department under which he is concentrating.

The Winter Study Program

The first semester's work ends and the student takes final examinations before the Christmas recess. Upon his return to the campus in January, he will find a change in emphasis, an opportunity to pursue a single endeavor intensively for three weeks. He pur-

sues this enterprise in an organized and guided way by devoting his time exclusively to one Winter Study Project.

There are two basic kinds of Winter Study Projects: study in depth of a single problem or theme in a given discipline or disciplines, and well-defined study of a field of special interest in a given discipline or disciplines. The keynote of a project is the mutual effort and commitment which are developed between student and instructor. A project should offer some opportunity for independent work, should be completed or satisfactorily advanced toward completion in three-and-a-half weeks, and should lead to some basis for evaluation, such as a paper or a report of an experiment.

Usually individual members of the faculty define projects through their departments. Projects thus designed are submitted to the Committee on Academic Policy for consideration and finally to the faculty for action. Groups of students may define a project provided a faculty member agrees to sponsor it; such projects are subject to approval by the Committee on Academic Policy, acting for the faculty.

A student wishing to pursue an independent undertaking during January may design his own project. To do so, he must consult with his adviser and obtain the approval of a faculty sponsor. The proposed sponsor will judge the project on the basis of the general criteria set forth above in the description of the two basic kinds of Winter Study Project. In order to insure that the instructor will have ample time to devote to each project he sponsors, no faculty member will accept more than six such independent projects.

A student who has been working on an Independent Study program during the fall semester may request permission from his sponsor to continue this Independent Study during January. For the director of such an Independent Study, it will count as one of the six independent projects he may sponsor during January.

Winter Study Rules

1. *Election of Projects.* The student must participate in a Winter Study Project — on or off campus — during each of his four years at Hamilton College. Projects elected may be in any discipline he wishes to pursue.

2. *Grading.* Winter Study Projects will be graded Honors, Satisfactory, and Unsatisfactory. The grade will not be counted in determining the grade point average.
3. *First Meetings.* Failure to attend the first meeting of a project will result in an Unsatisfactory.
4. *Failure.* Failure to complete a Winter Study Project satisfactorily must be made up by overelection of a course in a subsequent semester. Consideration of the student's Winter Study record by the Board of Review may result in separation from College.

Note: Additional information on the Winter Study Program, such as registration dates and the specific procedure for establishing independent projects, is published annually in a Winter Study Catalogue.

Representative Projects

Here is a preliminary list of Winter Study Projects to be offered in January 1974:

Anthropology: Anthropology of the Lowland Maya (in Central America).

Art: The Architecture and Urban Development of London (in London).

Asian Studies: Modernization vs. Westernization: India (in India).

Biology: Sociogenetics; Electron Microscopy; Natural Areas of Florida (in Florida); Microtechnique.

Chemistry: On the Origin of Life.

Economics: Population and Food in the People's Republic of China; Participatory Systems; Multinational Corporations: Economic and Public Issues; Comparative Financial Institutions (in London and New York City).

Education: Student Teaching; Substitute Teaching.

English: The London Theater (in London); Total Immersion: 1898; The Theater of Ibsen and Shaw; The Silent Film; Dante's Divine Comedy; Autobiography and the Afro-American Experi-

ence; Contemporary European Poetry in Translation; The Literary Image of Women.

Geology: Geologic Field Trip to West Texas and Southern New Mexico.

German: Heroes and Lovers in Medieval German Literature: A Dual Language Offering; Study in German Theater (in Germany); German Where It Is Spoken (in Germany).

Government: The Legal System; Balance Sheet on Viet Nam; Social Science and the Novel.

History: The Erie Canal; Anti-Semitism; Origins of the Cold War: the Court Historians and Their Critics.

Mathematics: Applied Network Theory; Mathematics: A Creative Endeavor; Symmetry of Regular Solids.

Philosophy: Bibliographic and Research Techniques in Philosophy.

Psychology: Artificial Intelligence; Perceptural Illusions.

Physics: Musical Acoustics; How to Win a Nobel Prize in Physics; Image Forming Optics.

Religion: Religion and the Counter-culture; The History and Character of Jehovah's Witnesses.

Romance Languages: French Phonetics; Intensive Language Study (in Paris).

Theater and Drama: Two Boards and a Passion.

Standards for All Written and Oral Work

The College requires minimum standards of correctness in all written work. The faculty enforces this requirement by refusing to accept for grading prepared work which is below standard and by penalizing examinations and other written work for gross errors in English.

Hamilton also requires minimum standards of performance in all prepared oral presentations. The faculty enforces this requirement by penalizing oral presentations, particularly by juniors

and seniors, which do not meet acceptable standards of clarity, organization, and effectiveness.

Grade Requirement

All courses are graded each semester by one of fourteen letter grades. Each of these grades has a numerical equivalent which is used to determine a student's average and his relative standing in his class. The letter grades with their numerical equivalents are as follows:

Excellent	A+ (98)	A (95)	A− (92)
Above average	B+ (88)	B (85)	B− (82)
Average	C+ (78)	C (75)	C− (72)
Below average	D+ (68)	D (65)	D− (62)
Failure	F (55)		
Serious failure	FF (40)		

D− is the lowest passing grade.

When Independent Study is carried as a year course the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final grade for both terms. The same is true of English 37–38, 39–40, and 43–44. A student who fails English 11 and passes English 12, may, upon recommendation of the Department, receive a revised grade of D− for English 11. With these exceptions all semester grades are final and may not be altered.

Winter Study Projects are graded Unsatisfactory, Satisfactory, and Honors. These grades are not counted in determining the student's average or relative class standing.

To qualify for graduation a student must attain a grade of C− or higher in at least one-half of the courses completed at Hamilton.

A student must also attain an average of at least 70 in all courses taken at Hamilton in his department of concentration which qualify for that concentration. For an interdepartmental concentration the average must be at least 70 in courses approved for the concentration. A senior who fails to make the required average will have no further opportunity to qualify for a Hamilton degree.

Pass-Fail

In order to encourage greater student experimentation in course elections, the faculty has adopted a rule which allows the student to elect four semester courses over the four-year period on a pass-fail option with no more than one such option exercised in any given semester. It should be emphasized that graduate and professional schools generally look with disfavor on prospective students using this option in course work considered crucial to the graduate field.

The pass-fail option is subject to the following rules:

1. No freshman will be permitted to use the pass-fail option in his first semester.
2. The instructor will not be informed of what specific students are taking his course on the pass-fail option, unless he requests such information.
3. The student must inform the Dean of his intention to use the pass-fail option no later than the deadline for course changes.
4. The pass-fail option cannot be used in the student's department of concentration in his junior or senior year.
5. Pass will be equivalent to the lowest passing grade or better.
6. Pass-fail will not be included in the student's average.
7. Although the instructor reports a regular grade, the student's record will carry either a pass or a fail as appropriate.

Acceleration

The normal time required to complete study for the degree is four years. For the exceptional student with proper motivation and the willingness to undertake summer or other additional study, acceleration is possible so that the degree may be obtained in three years. A student wishing to accelerate must apply to the Academic Council for permission to do so not later than the end of the first semester of his sophomore year. The Council will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to students whose academic ability and personal maturity are adjudged satisfactory. It is a guiding

principle that students with less than a B average are not eligible for acceleration.

Suspension from College

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct, whether on or off the College campus, is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated from the College or resigns is required to cease residing on the campus within forty-eight hours, unless permission to the contrary is granted by the Dean.

Honorable Dismissal

A student who withdraws from College during the academic year will be entitled to honorable dismissal only if he clears the withdrawal with the Dean and with such departments or offices as the Dean may direct.

Study Abroad

Qualified students may, with the approval of the faculty, spend one or two semesters studying in a foreign country and receive full credit toward a Hamilton degree. Those who are interested should consult the Dean during the first semester of the sophomore year.

Hamilton College Junior Year in France and Academic Year in Spain

Hamilton College sponsors a junior year in France program. Enrollment is open to students whose preparation in French and intellectual maturity are sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To qualify, students must have an over-all average of B− by the end of their sophomore year. The program, directed in

France by a member of the Department of Romance Languages, begins with a six-week session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams College and Mount Holyoke College, Hamilton will initiate in 1974–1975 a program in Madrid. This program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of Spanish — at least two years of high school Spanish plus two years of college Spanish or the equivalent. Directorship of the program will be rotated among members of the faculties of the three collaborating colleges.

Hamilton College Semester in Washington

Hamilton College offers a semester program in Washington, D.C., for qualified juniors and seniors. The program is directed by a resident member of the Department of Government. It consists of internships in federal legislative and executive offices, as well as a regular seminar program which requires independent research and writing. Students are responsible for their own living arrangements. The semester is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. To qualify, students must complete Government 28. Government 31 is also recommended. The program, offered in the fall, is also open to selected students from other colleges.

Independent Coverage of Course Work

For those students who wish to assume maximum responsibility for their own education, coverage of course offerings may be undertaken independently and credit granted on the basis of demonstrated proficiency. Such study is ordinarily undertaken during the summer recess. Approval of a formal petition must be obtained from the department concerned and from the Academic Council. Both the department and the Council must also certify that the work has been successfully completed by written examination. The fee for such a special examination has been set at $60. and is

not refundable. By electing to take courses by independent coverage a student may move more rapidly into advanced courses for which there are prerequisites or make up for courses failed without the necessity of repeating class attendance.

Residence Requirement

To earn a degree from Hamilton a student must be in residence for at least two years (16 courses and two Winter Study Projects) and must spend his final semester in residence.

Physical Education Requirement

To qualify for graduation freshmen and sophomores must attend scheduled classes in physical education for such time as is required to enable them to pass tests specified by the Department.

Independent Study

This is a program for selected juniors and seniors who wish to carry on independent study at an advanced level. Students will be expected, in lieu of a regular course, to work steadily on a project or a reading program. Petition for admission to this program will be submitted to the Dean's Office. As a prerequisite, the student must have at least two courses in the department in which he proposes to work, and the approval of the chairman of that department. No student may pursue more than one program of Independent Study in a semester.

Cooperative Engineering Program

See page 41.

Cooperative Program with Colgate University

With the approval of his department of concentration and the Academic Council, a Hamilton College student may, during the academic year, take course work at Colgate University for credit toward his degree. On a similar basis, Hamilton students have an opportunity to participate in Colgate off-campus programs such

as the study groups in residence in Washington, D.C., Argentina, India, and at the London School of Economics.

Cooperative Program with Princeton University

Upon the recommendation of the department of concentration and with the approval of the Academic Council, Hamilton students may spend the junior year at Princeton University in the Cooperative Undergraduate Program for Critical Languages. Upon satisfactory completion of the approved course of study, they will be granted appropriate credit toward the Hamilton degree.

ACADEMIC REGULATIONS

Course Elections

Courses for the first semester of the following year are chosen in the spring of the freshman, sophomore, and junior years. A similar procedure of course elections for the second semester takes place in the late fall. A fee of two dollars, increased by one dollar for each day of delay, will be charged for tardy election of courses.

After pre-registration, a student may change his program of study only by permission of the Academic Council. Normally, no change is permitted after the first week of a semester. The Council will, however, consider requests to drop one course during the first half of the semester without incurring a failing grade. After that time a course may be dropped only with a grade of FF unless there are extraordinary circumstances involved.

A student may take any course offered to his own or a lower class if he has satisfied its prerequisites, except that seniors may take an 11–12 course only with the permission of the department chairman.

Summer School Credits

To insure proper supervision and validation, a student who desires to receive credit for work done in a summer school should submit his program in advance for approval by the appropriate departmental officer and the Academic Council. Only summer session courses which are passed with a grade at least one level higher than the lowest passing grade are entitled to transfer credit.

Degrees

All students receive at graduation the degree of Bachelor of Arts. Degrees in course are conferred only upon those who are present to receive them, unless the faculty has taken special action authorizing their award *in absentia*.

Post-graduate Planning

Hamilton endeavors to assist its students in their plans for post-graduate study and employment. Upon matriculation each student is assigned to an adviser, who is directly responsible for advising the student on academic matters for his first two years. The adviser will consult with other members of the Board of Advisers, as may be necessary, concerning any academic problems the student faces. During April of his sophomore year the student declares the subject in which he wishes to concentrate; thereafter he becomes the responsibility of the appropriate departmental chairman or his representative. Both the Dean and the Dean of Students may also be consulted in their offices in Root Hall, and each member of the faculty makes himself available for his students to see him individually.

Preparation for the Professions

Since a great many Hamilton men continue in graduate study, proper education for such work is an important aim of the college curriculum. The following brief comments may be helpful to the undergraduate in planning his work in relation to various types of graduate study.

Engineering

To meet the needs of students who wish to combine liberal arts with education in engineering, Hamilton College has entered into cooperative arrangements with the School of Engineering of Columbia University and with Massachusetts Institute of Technology. Under this arrangement qualified students may plan a combined course of study of which the first three years are spent at Hamilton and the remainder at a cooperating institution. Upon

completion of the program, the student will receive a Bachelor of Arts degree from Hamilton and an engineering degree from the cooperating institution. Full details of this cooperative program may be secured from the Director of Admission at Hamilton.

Medicine and Dentistry

Virtually all accredited medical and dental schools require one year of biology, two years of chemistry, including organic chemistry, and one year of physics. Many medical schools also require or recommend one or more years of English, mathematics through calculus, a foreign language, and additional science courses. The student may receive helpful advice from his faculty adviser and the premedical adviser. Ultimately, however, it is the student who is responsible for meeting the requirements of the medical or dental schools of his choice. He should consult their catalogues as early as possible.

Graduate Study in Arts and Sciences

In considering graduate study, an undergraduate will find it helpful to consult as early as possible during his college years with the chairman of the department in which he believes that he will concentrate. For example, a student considering a career in chemistry needs to know what courses will enable him to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful towards graduate work in chemistry. A student considering geology as his concentration should be mindful that the other natural sciences are useful both to the potential concentrator and to the future geologist. A student wishing to concentrate in biology should be aware that mathematics is a useful tool.

In fact, both for the scientist and for the social scientist, particularly the economist, mathematics is most important. Any student planning a career in science or in mathematics should take mathematics at least through analytic geometry and elementary calculus. Certain types of scientific study will require further study in mathematics.

Any student planning on graduate work should also be certain that he is aware of the foreign language requirements de-

manded in his subject. Many programs require a reading knowledge of at least one foreign language for the Master's degree and of at least two for the Doctor's degree. For this reason a student should consider whether French, German, Greek, Latin, Russian, or Spanish will be helpful to him.

Whatever his interests may be, a student contemplating graduate work should consult the catalogues of major universities as to the requirements for advanced work. The knowledge so gained will permit him to plan his work, in consultation with the appropriate departmental chairman, in an intelligent way.

Teaching

Hamilton is proud of the number and quality of its graduates who are successful school administrators and teachers. The preparation of teachers is considered by the faculty to be an all-College responsibility. Representatives of each department participate in selecting and advising students and in planning curricula for teacher preparation. An undergraduate who expects to become a teacher should discuss his plans with the Education Department, including his plans for graduate study, and with the representative of the department of concentration as early as possible, in order that he may be guided in selecting those courses that will best prepare him to meet the requirements of his prospective profession. The undergraduate planning to become a public school teacher will usually elect three year-courses in education, including practice teaching, and will probably concentrate in the subject which he expects to teach. The courses in education are designed for students who wish to satisfy the professional requirements for the provisional certificate to teach an academic subject in the State of New York. These courses also satisfy similar requirements in almost all other states.

Business, Law, Government Service

For many careers and professions it is impossible to prescribe any set program—for example, the law, ministry, business administration, or government service. The best preparation for these is probably well-developed skills in reading, speaking, and writing, a wide choice of courses, and concentration in the area which the

student finds most interesting. Students intending to enter a graduate school of business administration are strongly advised to take mathematics at least through elementary calculus.

Career Center

Information and guidance regarding career opportunities and summer employment are provided in the Career Center in Dunham Hall. Many graduate school catalogues are available there also, although guidance for graduate school is normally offered through the department of concentration. The center also provides materials relating to foreign study and summer programs. Information about leading industries, government agencies and school systems is available and, in the spring, interviews for interested seniors are scheduled with representatives of these concerns. As part of its placement services, the Career Center maintains a permanent file of credentials of seniors involved in job hunting.

Courses of Instruction

FOR EACH COURSE the numbering indicates its general level, the semester in which it is to be offered in 1973–74, and whether it is a semester or year course.

Normally, courses numbered 11–19 are taken by freshmen; 21–29 by sophomores; 31 and above, by juniors and seniors. This is not, however, a rigid differentiation.

The semester in which a course is to be given in 1973–74 is indicated by the letter immediately following the course number: F, for fall semester, and S, for spring semester. F-S designates courses to be offered in both semesters.

A single number preceding a course description (e.g., 25) indicates that the course may be elected for a single semester. Most offerings are of this type. Two numbers separated by a hyphen (e.g., 11-12) indicate that normally the course will be elected throughout the year. For such courses a student may not enter the second semester without having taken the first.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, as for science laboratory courses, all courses meet for three 50-minute periods a week, or the equivalent, such as two 75-minute periods.

AMERICAN STUDIES

A concentration in American Studies may be selected with the approval of a committee composed of Hamilton and Kirkland

faculty members, which will supervise the program. The concentration consists of twelve semester courses comprising a program approved by the committee; the program will include American Studies 31, taken in the fall of the junior year, and American Studies 49 and 50.

31F · Introduction to Theory and Method. An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the interrelation of ideas, institutions, and cultural forms in American life. (Same as Kirkland American Studies 311.) Open to juniors; or by consent of the instructor. Messrs. Hoffa and Gray (Kirkland).

49F · Seminar in American Studies. Application of the theories and methods of interdisciplinary study to selected problems in American life. Prerequisite, 31. (Same as Kirkland American Studies 491.) Mr. Locke (Kirkland).

50S · Senior Project. An independent project required of senior concentrators in American Studies. Faculty sponsors of this project will be chosen with the approval of the appropriate interdisciplinary faculty committee. Prerequisite, 49. (Same as Kirkland American Studies 500.) Mr. Hoffa (Kirkland).

ANTHROPOLOGY

Messrs. G. Jones *(Chairman)*, Guillotte, Raybeck (Kirkland), and Grayson (Kirkland)

A concentration in Anthropology consists of Kirkland 111, 13 (or Kirkland 113), 35, 49, 50, and three other semester courses.

13F-S · Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of non-literate, peasant and complex contemporary societies. The Department.

21F · Traditional Cultures and Societies of Sub-Saharan Africa. Prehistory and major events of precolonial culture history; the effects of ecological imperatives and restraints upon the movement of peoples and ideas. The culture areas of Black Africa with an emphasis on traditional political organization, social organiza-

tion, and religion. Selected ethnographies will be analyzed to illustrate persistent themes in African culture. Prerequisite, 13 or consent of the instructor. Mr. Guillotte.

22 · Modern Sub-Saharan Africa. The effects of labor migration, cash economy, urbanization, and other factors of modernization upon traditional society and culture. Emphasis will be placed on the ethnographic analysis of processes of change in local level economic, social, political, and religious systems. Prerequisite, 13 or consent of the instructor. Alternates with 36. (Not offered 1973–74.)

23S · Mesoamerican Societies. Indian and mestizo societies in Mexico and Guatemala. Comparative ethnographic studies: pre-Columbian foundations of Mesoamerican culture; post-Columbian processes of change. Prerequisite, 13 or consent of the instructor. Mr. Jones.

25 · Caribbean Societies. The cultural heritage of European settlements in the Caribbean, with an emphasis on the West Indies. Systems of slavery, changing forms of plantation society, adaptations in post-emancipation society. Several contemporary Caribbean societies will be examined in detail. Prerequisite, 13. Alternates with 23. (Not offered 1973–74.)

31F · Culture Change. A broad approach to the study of dynamic processes in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13. Mr. Jones.

34S · Culture and Religion. A cross-cultural investigation of the components of religious belief, behavior, and organization. The functions of religion in society and culture; myth and ritual; manipulation and supplication of the supernatural. Typologies of religious systems. The dynamics of religious processes with an emphasis on syncretism, nativism, and social change. Open to sophomores. Mr. Guillotte.

35F · Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of

ethnographies. Recent developments in structural analysis. Prerequisite, 13. Mr. Jones.

36S · Political Anthropology. A cross-cultural examination of political action, belief, and organization as integrated parts of whole cultural systems. Dominance and submission, aggression and conflict, and their relationships to myth, religion, law, economy and social organization. Types of political systems from the band to the state. Students will analyze local level political case studies prepared by anthropological field workers and relate these to the broad topical discussions covered in lectures. Prerequisite, 13. Open to sophomores. Mr. Guillotte.

49F · Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites, 13 and 35. Messrs. Jones and Raybeck.

50S · Senior Seminar. Individual research projects, developed, presented, and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. Messrs. Guillotte and Grayson.

Kirkland Anthropology 111F · Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology, evolutionary theory, human evolution, human biology, and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of Neo-Darwinian evolution, then focuses upon human biological and cultural evolution. Evaluation will be based upon a series of short written projects. Mr. Grayson.

Kirkland Anthropology 113F-S · Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to political, religious, and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. Evaluation will be based on three short papers and two quizzes. Mr. Raybeck.

ASIAN STUDIES

A concentration in Asian Studies may be selected with the approval of the appropriate interdepartmental faculty committee.

The concentration will consist of eight semester courses from at least two departments. It will include at least two courses from History 14, 15 and 25, and such other courses as the committee approves.

ART

Messrs. Penny, Carter *(Chairman)* Trovato, and D. Wright

A concentration in Art consists of eight semester courses, including 11, 12, and six courses in the history of art, of which one must be chosen from 26, 28, and 37, and two from 31, 32, 33 and 34.

11F, 12S · Painting, Drawing, and Sculpture. Lectures and demonstrations of the methods and materials employed by professional artists coordinated with the individual student's work. Nine studio hours a week. Mr. Trovato.

21F, 22S · Advanced Painting and Drawing. Figure, landscape, and still life painting and drawing in various media. Special projects assigned. Nine studio hours a week. Students to supply their own materials. Prerequisites, 11 and 12. Mr. Trovato.

23 · Introduction to the History of Art. The role of works of art in the intellectual history of Western Man. Readings provide the broad historical background; class discussions focus on representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. (Not offered 1973–74.)

26S · Art in the Ancient Near East and Aegean. The art of Egypt, Mesopotamia, Crete, and Greece in relationship to the philosophical, religious, literary, and political concepts of the times. Mr. Wright.

28 · Mediaeval Art in the West. From the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. (Not offered 1973–74.)

31F · The Italian Renaissance. The stylistic development of architecture, painting, and sculpture in Italy during the fifteenth and sixteenth centuries. Mr. Wright.

32S · Studies in Renaissance Art. The relation of theology, phi-

losophy, and mythology to the visual arts of the Renaissance. Insofar as possible, original sources will be read and discussed. Prerequisite, Art 31. Mr. Wright.

33F-34S · European Baroque Art. The generation of the Baroque in Rome; its dissemination throughout Europe, and its Rococo transformation. The Baroque synthesis as a cultural phenomenon in the Age of Expansion. Mr. Carter.

35F-36S · Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. Mr. Carter.

37F · Roman Art East and West. The cultural continuity of Roman art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) seen as an integral part of the development. Mr. Wright.

38S · Islamic Art. The Near and Middle Eastern origins, the Classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, one semester course in the history of art, or consent of the instructor. Alternates with 48. Mr. Carter.

48 · East Asian Art. A survey of the art of China, Korea, and Japan. Prerequisite, one semester course in the history of art. (Not offered 1973–74.)

50S · Senior Seminar. Designed for students prepared to do independent work at an advanced level. Written papers and oral presentations. Prerequisites, five courses in the history of art including 31, 32, or 33–34; or consent of the department. Mr. Carter and Mr. Wright.

BIOLOGY

Messrs. Gerold, J. Ellis, McManus, and Chiquoine *(Chairman)*

A concentration in Biology consists of eight semester courses in Biology, four semester courses in Chemistry, and Physics 11, 12 or 13, 14. A course of study taken at a field station and approved by the Department may be used as one semester course toward the concentration requirement.

11F · General Biology. The structure and function of cells; biochemical respiration; photosynthesis; heredity; development; and the genetic mechanisms of evolution. A knowledge of secondary school biology and chemistry, or the equivalent, is assumed. Three class periods and one laboratory period. Independent laboratory work is assigned. Mr. Ellis and staff.

12S · General Biology. A study of life at and above the level of the organism. Emphasis is on the variety of life; the functions and adaptations of organisms; homeostasis; ecological relationships; and evolutionary history. Three class periods and one laboratory period. Independent laboratory work is assigned. Prerequisite, 11. Mr. McManus and staff.

27S · Genetics. The general principles and techniques of heredity and their bearing on reproduction, the determination of sex, variations, disease, and evolution. Both plants and animals are considered. Three class periods and three hours of laboratory. Individual laboratory problems, to be carried on outside of the regular laboratory period, and reports on special topics. Prerequisites, 11, 12. Mr. Ellis.

28S · Vertebrate Organization. A study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization is emphasized. Three class periods, and three hours of laboratory. Prerequisites, 11, 12. Alternates with 33. Mr. Chiquoine.

29F · Microbiology. A study of the major groups of microorganisms stressing the biological principles as applied to these groups. The relationship between structure and function in microorganisms and the relationship of microbial cells to higher organisms will be considered. Three class periods and three hours of laboratory. Prerequisites, 11, 12.

31F · Physiology. A study of fundamental problems of general physiology and the functions of the organ systems of animals. Two class periods and four hours of laboratory. Prerequisites, 11, 12. Mr. Gerold.

33 · Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods are primarily concerned with contemporary

problems in developmental biology. Three class periods and three hours of laboratory. Prerequisites, 11, 12. Alternates with 28. (Not offered 1973–74.)

34S · Cells and Tissues. An analysis of the structure, function and composition of mammalian cells and tissues. The laboratory exercises include microtechnique and cell and tissue identification. Three class periods and three hours of laboratory. Prerequisites, 11, 12. Mr. Gerold.

35F · Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Students must have two afternoons free for arranged laboratory. Prerequisites, four courses in the Department. Mr. Chiquoine.

37F · General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises. An individual ecological problem is investigated throughout the term as a part of the laboratory assignment. Prerequisites, 11, 12. Mr. McManus.

38S · Biochemistry. The chemistry of biologically important compounds. The major biochemical pathways are discussed in terms of reaction mechanisms, energy production and utilization. Three class periods and three hours of laboratory. Prerequisites, 11, 12 and Chemistry 23–24. (Not offered 1973–74.)

CHEMISTRY

Messrs. Yourtee, Denney *(Chairman)*, Cratty, Kinnel, S. Lee and Boggs (Kirkland)

A concentration in Chemistry consists of 11 or 15, 16, 23-24, 33-34, and two semester courses chosen from 37, 38, 41, or 42. Certain courses in Physics and Mathematics are prerequisites for Chemistry 33.

11F · General Chemistry. An introductory study of fundamental concepts and principles of chemistry together with selected applications. The laboratory emphasizes quantitative measure-

ment and analysis. Three class hours and three hours of laboratory. Credit not allowed for both 11 and 15. Mr. Yourtee.

12S · General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three class hours and three hours of laboratory. Prerequisite, 11 or 15. Mr. Yourtee.

15F · Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three class hours and three hours of laboratory. Credit not allowed for both 11 and 15. Prerequisite, consent of the Department. Mr. Cratty.

16S · Introductory Physical Chemistry. An introduction to thermodynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physicochemical principles in quantitative analysis. Three class hours and three hours of laboratory. Prerequisite, 15 or 12, or 11 and the consent of the instructor. Mr. Cratty.

23F-24S · Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, with examples from aliphatic and aromatic chemistry. Three class hours and four hours of laboratory. Prerequisite, 12 or 16. Messrs. Lee and Boggs.

33F-34S · Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three class hours and three hours of laboratory. Prerequisites, 16, Physics 11-12 or 13-14, Mathematics 13-14. Mr. Denney.

33aF-34aS · Same course as 33-34 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

37F · Chemistry of Natural Products. An investigation of the chemistry of various natural products, including antibiotics, terpenes and alkaloids, from the standpoint of structure proof. The laboratory involves the systematic identification of organic compounds. Three class hours and three hours of laboratory. Prerequisite, 23-24. Messrs. Boggs and Lee.

37aF · Same course as 37 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Boggs.

38S · **Physical Organic Chemistry.** An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three class hours and three hours of laboratory. Prerequisites, 23-24 and 16. Messrs. Kinnel and Lee.

41F · **Chemical Instrumentation.** A study of the principles of instrumentation and their application to the characterization of chemical systems. Two class hours and four hours of laboratory. Prerequisite, 33-34. Mr. Denney.

42S · **Inorganic Chemistry.** A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three class hours and three hours of laboratory. Prerequisite, 34-34. 34 may be taken concurrently. Mr. Cratty.

42aS · Same course as 42 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

CLASSICS

Mr. Cunningham *(Chairman)* and Ms. Warrior

Greek

A concentration in Greek consists of eight semester courses of which one may be in Ancient Civilization.

11F · **Elementary Greek.** Thorough grounding in grammatical forms and syntax. Written and oral exercises. Ms. Warrior.

12S · **Elementary Greek.** Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 11. Ms. Warrior.

21F · **Intermediate Greek.** Selections from the Orators, including Lysias and Andocides. Introduction to the history of Greek literature. Prerequisite, 12. Mr. Cunningham.

22S · Intermediate Greek. Reading of Menander, *Dyskolos*. Collateral reading of some other plays in translation. Prerequisite, 12. Mr. Cunningham.

31 · Greek Drama: Tragedy. Study of the Greek texts of such tragedies as Aeschylus, *Agamemnon*, and Sophocles, *Oedipus Tyrannus*. Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Prerequisite, 21 or 22. (Offered every third year; next offered 1974–75.)

32 · Greek Drama: Comedy. Study of Aristophanic comedy, including *Clouds* and *Wasps*, in terms of literary genre and as commentary on contemporary Greek society. Prerequisite, 21 or 22. (Offered every third year; next offered 1974–75.)

33 · Greek History. Selections from Herodotus, *The Persian Wars*, Thucydides, *The Peloponnesian War*, and other later writers. Prerequisite, 21 or 22. (Offered every third year; next offered 1975–76.)

35F · Greek Philosophy: Pre-Socratics and Plato. Readings in pre-Socratic philosophy and selected Platonic dialogues. Studies in the development of philosophical enquiry in Greece. Prerequisite, 21 or 22. (Offered every third year.) Ms. Warrior.

36S · Greek Philosophy: Aristotle and Later Philosophy. Selections from Aristotle, *Nicomachean Ethics*. Collateral readings in other works of Aristotle in translation. Reference to Stoic and Epicurean developments. Questions of Aristotle's relation to Plato's Academy and his influence on later Greek thinkers. Prerequisite, 21 or 22. (Offered every third year.) Ms. Warrior.

Latin

A concentration in Latin consists of eight semester courses in which one semester course may be in Ancient Civilization.

11F · Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Mr. Cunningham.

12S · Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 11. Mr. Cunningham.

21F · Intermediate Latin: Prose from the Republic. Selections from Cicero's speeches, including *Pro Caelio De Domo Sua*. Introduction to the history of Latin literature. Prerequisite, 12. Ms. Warrior.

22S · Intermediate Latin: Poetry of the Republic. Readings from Terence and Catullus. History of Latin literature and its continuing influence. Prerequisite, 12. Ms. Warrior.

31F · Roman Philosophy. Selections from Lucretius, *De Rerum Natura*, and Cicero, *De Officiis*, to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 21 or 22. (Offered every third year.) Mr. Cunningham.

32S · Roman Satire. Satire as a uniquely Roman literary genre using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 21 or 22. (Offered every third year.) Mr. Cunningham.

33 · Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil, *Aeneid*, and Lucan, *Pharsalia*. Prerequisite, 21 or 22. (Offered every third year; next offered 1974–75.)

34 · Roman History. Studies in the historiography of Rome, with readings from Livy, *Ab Urbe Condita*, and Tacitus, *Annales*. Prerequisite, 21 or 22. (Offered every third year; next offered 1974–75.)

35 · Roman Drama. Readings from Plautus, *Menaechmi*, and Seneca, *Medea*. Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 21 or 22. (Offered every third year; next offered 1975–76.)

36 · Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome using Cicero, *Brutus*, Tacitus, *Dialogus* and selections from Quintilian, *Institutio Oratoria*. Prerequisite, 21 or 22. (Offered every third year; next offered 1975–76.)

Ancient Civilization

45F · Greece in the 5th Century. An examination of the political,

artistic, literary and philosophic aspects. Evidence of archeology and epigraphy. Ms. Warrior.

46 · Etruscan Civilization. (Not offered 1973–74.)

47 · Roman Republic. Lectures and discussions; readings and assigned papers. The nature of Roman society in the period 225–44 B.C. with special consideration paid to the practice of politics; the rise of political factions; economic and financial arrangements with special reference to the emergence of an organized class of entrepreneurs, the *Ordo Equester*. Stoicism and Epicureanism in Rome. (Alternates with 48.) (Not offered 1973–74.)

48S · Problems in Roman Imperial History. Topics including the role of the army in the state, questions of administration and social organization (e.g. progressive stratification of Roman life), religious-philosophical developments. (Alternates with 47.) Mr. Cunningham.

ECONOMICS

Messrs. Wertimer, Carovano, Snead *(Acting Chairman)*, D. C. Jones, Allen, and Shirazi.

A concentration in Economics consists of 11, 21, 31, 32 and four other semester courses.

10F-11S · Introduction to Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Market processes, national income determination, money, models of the firm, and international trade. Selected applications. Emphasis on macroeconomics in 10 and on microeconomics in 11. The Department.

21F · Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Topics covered include descriptive statistics, probability, statistical inference, regression and correlation, index numbers, and analysis of time series data. Laboratory work. Prerequisite, 11. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21.) Mr. Allen.

23S · Accounting. An elementary study of how the financial

records of a business firm are usefully classified, analyzed, and interpreted. Emphasis is placed on the theory and function of accounting with bookkeeping techniques introduced as a means to this end. Mr. Shirazi.

24 · Corporation Finance. Forms of business organization with predominant emphasis on the modern corporation, its nature and financial problems. A required one-day field trip to New York City. (Not offered 1973–74.)

25F · Industrial Organization and Public Control of Business. The structure, conduct and performance of American industry; the application and interpretation of the anti-trust laws; detailed study of selected current problems of intervention. Prerequisite, 11, or consent of the instructor. Mr. Shirazi.

26F · Industrial Relations and Labor Economics. Theories of the labor movement; history of American unionism; contemporary collective bargaining; bargaining in the public sector; European labor movements. The labor market; wage differentials; economics of trade unions; bargaining theory; strikes; unemployment, inflation and wages policy; manpower policy; minorities and the labor market; labor's share of the national income. Prerequisite, 11. Mr. Jones.

27F · Comparative Economic Systems. Comparisons between market and planned systems. The Soviet Union, Yugoslavia, the writings of Marx and Mao Tse-tung. Special topics on the Chinese economy. Prerequisite, 11. Mr. Snead.

31F · Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 11. Mr. Jones.

32S · Microeconomic Theory. Applications of supply and demand analysis, theory of consumer behavior, theory of the firm, market structure, theory of resource pricing and allocation. Prerequisite, 11. Mr. Snead.

33F · International Economics. The theoretical basis of international trade, tariffs, exchange rates and the relationship between trade and the national economy. International monetary problems

and the mechanisms of adjustment. United States trade policy. Customs unions. Prerequisite, 11. Mr. Snead.

34S · Economic Development. Examination of the principal issues involved in economic growth and development in low income countries, including the usefulness of certain growth models; historical theories of growth; the role of trade; development planning and investment allocation criteria. Prerequisite, 11. Mr. Jones.

35S · Money and Banking. The monetary aspects of the modern economy, with special reference to the organization of banking in the United States and to the theory of money. A required one-day field trip to New York City. Prerequisite, 11. Mr. Shirazi.

36F · Public Finance. A study of government spending, taxing and borrowing, with emphasis upon their economic effects. Prerequisite, 11. Mr. Carovano.

37F · Economic Analysis of Urban Areas. Economic theories of location, land use, and communication; the formation of urban clusters and the allocation of resources within them. The allocation of public goods and problems of externalities; the history of cities and their role in regional economic development. Prerequisite, 11. Mr. Allen.

38S · The Chinese Economy. Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Problems of population and resource base, alternative approaches to development, Chinese agriculture and industry, price formation and planning, trade and distribution, foreign trade and aid, communes, current themes and models, some writings by Mao Tse-tung. Prerequisite, 11. Mr. Snead.

41S · Seminar in Economics. Discussion of contemporary developments in economics. Prerequisites, 31 and 32. Mr. Allen.

42S · History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 11. Mr. Jones.

44S · Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 21. Mr. Allen.

EDUCATION

Mr. Hunt *(Chairman)* and Miss Howlett.

21F, 22S · Foundations of Education. First semester: Historical, Philosophical. Second semester: Sociological, Comparative. An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. Mr. Hunt.

31F-S · Educational Psychology. The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Prerequisite, 21 or 22 or the consent of the instructor. Mr. Hunt.

32F-S · Special Methods. Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Practice given in course, unit, and lesson-planning. Discussion of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one semester course in Education or consent of the instructor. Must be taken concurrently with Education 33-34 if that course is elected. Mr. Hunt.

33 & 34-S · Secondary School Methods and Materials; Observation and Student Teaching. A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby secondary school for ten weeks at the beginning of the semester to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, and conferences with the instructor, the supervising and cooperating teachers, and other student teachers required. Seminars during the remainder of the semester to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Enrollment limited. Education 33 and 34 are taken

concurrently and must also be taken concurrently with Education 32. Prerequisite, one semester course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Miss Howlett.

ENGLISH

Messrs. Lindley *(Chairman)*, Barrett, Briggs, Wagner, Marki, Roth, O'Neill, Kaufmann, Ms. Patenaude, Ms. Stoller, and Mr. Rigsbee.

A concentration in English consists of eight semester courses in English and American literature, including 21 (Kirkland Literature 210) and three other courses in literature before 1800.

11F, 12S · Introductory College English. The practice of writing; themes and conferences. Instruction in writing, largely individual. Readings in selected masterpieces. Not open to second semester sophomores and above. 11 also offered spring semester if enrollment warrants. The Department.

21F-S · Introduction to English Literature. Study and analysis of selected works of major authors from the beginnings to 1800. Prerequisite, 11 with a grade of C minus, or its equivalent. (Same as Kirkland Literature 210.) The Department.

22S · Poetry and the Novel since 1800. Study and analysis of major works of representative poets and novelists of the nineteenth and twentieth centuries. Prerequisite, 21. Not open to seniors. Ms. Stoller.

23S · The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 21. Not open to seniors. Mr. Briggs.

25F · Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 21. Mr. Wagner.

26 · Introduction to the Reading of Poetic Texts. The study of the relevance of formal conventions to poetic expression. Tradi-

tional genres; versification (metre, rhyme, stanza, etc.); exercises in explication. Prerequisite, 21. (Not offered 1973–74.)

27F · Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 21. Mr. Kaufmann.

28S · Chaucer. Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 21. Mr. Kaufmann.

29 · Middle English Poetry. A study of late medieval English poetry from 1300 to 1500, including *Sir Gawain and the Green Knight, The Pearl, Piers Plowman, Kingis Quaire, The Testament of Cresseid,* and others. Prerequisite, 21. (Not offered 1973–74.)

30S · Milton. An intensive study of *Paradise Lost,* the early poetry, and selected prose of John Milton, with reference to the seventeenth century tensions that shape his work. Prerequisite, 21. Open to sophomores. Mr. Roth.

31F · Nineteenth Century American Literature. The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 21. Open to sophomores. Mr. Marki.

32S · Twentieth Century American Literature. Readings in poetry and fiction written primarily during the first half of the century. Special attention is paid to works by James, Hemingway, Faulkner, Pound, Frost, and Stevens. Prerequisite, 21. Open to sophomores. Mr. Wagner.

33F · The Early Renaissance. A survey of developments in the main currents of sixteenth century poetry and prose; emphasis on the poetry of Spenser and Sidney. Prerequisite, 21. Open to sophomores. Mr. Roth.

34S · The Late Renaissance. A survey of the most important works in poetry and prose of the seventeenth century prior to 1660. Major emphasis on the works of Donne, Jonson, Herbert, Herrick, Marvell, and Sir Thomas Browne. Prerequisite, 21. Open to sophomores. Mr. Roth.

35F · English Literature: 1660–1744. A study of major works in prose, verse, and drama of the Restoration and early eighteenth century, with emphasis on the writings of Dryden, Swift, Pope, and Addision and Steele. Prerequisite, 21. Open to sophomores. Mr. O'Neill.

36S · English Literature: 1744–1800. The awakening of a new sensibility in English literature. Dr. Johnson and his circle. The eighteenth century novel. Prerequisite, 21. Open to sophomores. Mr. O'Neill.

37F-38S · Nineteenth Century Literature. Study of works representative of the thought and literary art of major nineteenth century writers, particularly Blake, Wordsworth, Shelley, Carlyle, Dickens, Browning, Arnold, and George Eliot. Prerequisite, 21. 38 may not be taken as a separate course. Open to sophomores. Mr. Lindley.

39F-40S · Modern British Literature. Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Shaw, Yeats, Conrad, Joyce, Lawrence, and T. S. Eliot. Prerequisite, 21. 40 may not be taken as a separate course. Open to juniors. Mr. Briggs.

41F · Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited to two sections of 15 each. Open to juniors. Messrs. Briggs and Wagner.

42S · The Writing of Fiction. Stories and plays by members of the class to be submitted at regular intervals and criticized by the whole group and the instructor. Prerequisite, 11 or its equivalent, and consent of the instructor. Mr. O'Neill.

43F-44S · Elizabethan and Jacobean Drama. Readings in English plays from the beginnings to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 21. 44 may not be taken as a separate course. Open to juniors. Mr. Barrett and Ms. Patenaude.

45F · Studies in American Authors. In 1973–74, the study of William Faulkner and his Southern contemporaries (Flannery

O'Connor, Robert Penn Warren, Eudora Welty, Thomas Wolfe). In 1974–75, the study of Melville and Whitman. Prerequisite, 21. Open to sophomores. Mr. Wagner.

46S · Studies in American Drama, Fiction, and Poetry. In 1973–74, readings in twentieth century American poetry: Pound, W. C. Williams, Roethke, Lowell, Ginsberg, Creeley. In 1974–75, an historical survey of American drama with emphasis upon O'Neill, Tennessee Williams, Miller, and Albee. Prerequisite, 21. Open to sophomores. Mr. Marki.

48S · The Writing of Poetry. Poetic forms to be studied and imitated. Poems by members of the class to be submitted at regular intervals and criticized by the whole group and the instructor. Prerequisite, 11 or its equivalent, and consent of the instructor. Mr. Rigsbee.

49S · Criticism. Selected readings in literary theory with emphasis on critics of this century. A long essay showing the student's progress in developing his own critical methods is required. Individual and group consultation. Prerequisite, 21. Required for departmental Honors; open to seniors concentrating in English, and to others by permission of the department. Mr. Marki.

ENVIRONMENTAL STUDIES

Messrs. Potter and McManus.

12 · Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. Offered in the spring semester, in alternate years. (Not offered in 1973–74).

29F · Man and His Environment. A consideration of the ecological problems of modern man. The application of ecological principles and concepts in the study of man's deteriorating environment. Open to sophomores. Mr. McManus.

FRENCH

See ROMANCE LANGUAGES

GEOLOGY

Messers. Hawley and Potter *(Chairmen)*

A concentration in Geology consists of 11, 12, 50, and seven other semester courses. With the permission of the Department, the student may substitute no more than two semester courses from the following: Physics, Chemistry, Mathematics, Biology.

11F · Physical Geology. An introduction to geological processes in preparation for study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise each week. All-day field trip. Mr. Potter.

12S · Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution are emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises a week. All-day field trip. Prerequisite, 11. Mr. Hawley.

21F · Geomorphology. The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional process, and to climate. The principles will be illustrated by topographic map and airphoto interpretation of areas from the various physiographic provinces of North America. Three class periods and three hours of laboratory or field study each week, with one extended field trip. Prerequisite, 11. Mr. Hawley.

23-24 · Structural and Field Geology. A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three class periods and three hours of laboratory or field exercises each week, plus at least two weekend field trips. Prerequisite, 11, 12. (Not offered 1973–74.)

25-26 · Mineralogy and Optical Mineralogy. Introduction to crystallography, crystal chemistry, optical mineralogy, and genesis of minerals. Identification of minerals by physical, spectrochemical, X-ray diffraction, and polarizing microscope techniques. Three class periods and three hours of laboratory a week. Four field trips.

Previous or concurrent election of Chemistry 11-12 recommended. Mr. Parker. (Not offered 1973–74.)

28S · Glacial Geology. Theories of glacial climates, origin and movement of glaciers, glacial erosion and deposition. Three class periods and three hours of laboratory or field study each week. Prerequisite, 11. Mr. Potter.

31F-32S · Petrology. Chemistry, mineralogy, and genesis of rocks in the light of experimental data and field relations. First semester, igneous rocks. Second semester, metamorphic and sedimentary rocks. Three class periods and three hours of laboratory each week. Several field trips. Prerequisite, 25-26, or 11 and the consent of the instructor. Mr. Potter.

33F-34S · Advanced Historical Geology. A study of invertebrate paleontology and the principles of stratigraphy. Autumn: description, interpretation, and correlation of sedimentary rocks. Winter: classification, evolution, and history of invertebrate fossils. Spring: regional interpretation of geologic history based upon sedimentary rocks and their fossils. Three class periods and three hours of laboratory or field exercises each week. One weekend field trip each semester. Prerequisites, 11, 12. Mr. Hawley.

50S · Senior Program. Study and group discussion of current and recent geological literature to focus attention on major problems and recent developments related to the history, structure, and composition of the earth. Topics normally included are the internal constitution of the earth, gravity and isostasy, the origin of the earth, the floors of the ocean, paleomagnetism, continental drift and sea floor spreading. Prerequisites, 11-12 and either 23-24 or 31-32, or the consent of the Department. The Department.

GERMAN

Messrs. Liedke, Browning, and Colby *(Chairman)*.

A concentration in German consists of eight semesters in courses numbered 13 or higher, one of which must be 21.

11F · German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading and writing. Four hours of class and laboratory work. Messrs. Liedke, Browning, and Colby.

12S · German for Beginners. Further work in grammar and syntax. Continued practice in understanding, speaking, reading and writing. Four hours of class and laboratory work. Messrs. Browning and Colby.

11 + 12S · Intensive Course for Beginners. Covers the work of two normal semesters of introductory German in one semester. Eight hours plus laboratory. Carries two semesters' credit. Messrs. Liedke and Colby.

13F-S · Intermediate German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class a week and laboratory work. Prerequisite, 12. Mr. Colby.

15 · Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 13. (Not offered 1973–1974.)

21F · Introduction to Literature. Reading of representative prose works, mainly *Novellen,* and lyrical poetry of the nineteenth and twentieth centuries. Analyses and discussion of texts in German, oral and written. Prerequisite, 13. Mr. Colby.

23F, 24S · Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 13. Mr. Liedke.

32F · The German Drama of the Nineteenth and Twentieth Centuries. Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 13. Mr. Liedke.

33S · The Nobel Laureates of German Literature. The works of Gerhardt Hauptmann, Thomas Mann, Hermann Hesse, Heinrich Böll and Nelly Sachs evaluated in comparison with those of other prominent contemporaries such as Franz Kafka, R. M. Rilke, Heinrich Mann, et al. The Department.

34 · The German "Lied." Study of texts and musical settings of German *Volkslieder* and *Kunstlieder.* Critical analysis of musical setting as interpretation of poetry. Ability to read music recommended but not required. Prerequisite, 13. (Not offered 1973–74.)

40S · German Romanticism. Study of the origins, literary expression and impact of the Romantic Movement in Germany. Prerequisite, 21. Mr. Browning.

41S · Goethe. Readings from Goethe's works with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 21. Mr. Liedke.

42 · German Modernists. Lectures and discussions on selected works by Nietzsche, Rilke, Kafka, Hesse and Thomas Mann. Critical study of standard translations. Prerequisite, 21. (Not offered 1973–74.)

43F · German Poetry. Critical study and interpretation of German poetry. Prerequisite, 21. Mr. Browning.

German Literature in Translation

16S · Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the 13th to the 19th century. (Not offered 1973–74.)

GOVERNMENT

Messrs. Rockwell, Richardson *(Chairman)*, Lewis, Suttmeier, and Frantzich.

A concentration in Government consists of eight semester courses, of which six must be at the 20-level or higher, including 29, which must be completed by the end of the junior year.

12S · Comparative Politics. Introduction to the major concepts and approaches in the comparative study of governments and politics. Basic concepts such as power, decision-making, interest groups, political culture and political development are discussed in the context of an examination of selected Western and non-Western political systems. (Same as Kirkland 112F.) Mr. Suttmeier.

14F-S · International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; policies and conflicts of the Great Powers; regional organizations. Analysis of

selected problems. Search for patterns in international affairs. Mr. Richardson.

16F-S · The American Political Process. Introduction to American national institutions: the Congress, the Presidency, the Courts and bureaucracy. Topics considered include: political culture, behavior; the role of elites and social class. (Same as Kirkland 116F-S.) Mr. Frantzich.

18F · Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Rockwell.

20S · Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. Mr. Rockwell.

21F · The Politics of Developing Nations. Break-up of traditional political systems; comparative colonial policies. Anti-colonial and nationalist revolts. Issues of political modernization: nation-building, single party systems, role of the new elites, guerrilla warfare, rapid economic and social change. Prerequisite, two semester courses in Economics, Government or History. Mr. Richardson.

22 · Politics in Latin America. Colonial legacies. Analysis of political culture, nationalism, political development and decay, revolution. The roles of the Church, ruling elites, political parties and the military. Impact of the United States and the problems of intervention. Emphasis on Argentina, Brazil, Chile, Mexico, and Cuba. Prerequisite, two semester courses in Economics, Government or History. (Not offered 1973–74.)

23 · American Parties and Politics. Creation, organization and operation of political parties in the American system. Emphasis on current problems of party structure, reform, and finance. Field research on state or local parties. Prerequisite, 16 or consent of the instructor. (Not offered 1973–74.)

25 · The Legal Order and the Administration of Justice. Development and characteristics of Western legal systems, focusing mainly on the Common Law as a subsystem of the political

system. The judicial process within this context. (Not offered 1973–74.)

26S · Asian Politics. Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. Prerequisites, 12 or consent of the instructor. Mr. Suttmeier.

27 · International Law. Sources, institutions and enforcement of international law. The search for effective legal standards via the World Court, arbitration and the pacific settlement of disputes. Law of treaties, war and international legal protection of human rights. Prerequisite, two semester courses in Economics, Government or History. (Not offered 1973–74.)

28S · Congress and the Presidency. Congress and the Presidency as institutions that set national goals and policies. Emphasis on different models of national policy-making. Prerequisite, 16 or consent of the instructor. Mr. Frantzich.

29F-S · Introduction to the Scope and Methods of Political Science. Introduction to the philosophical and methodological concerns of modern political science. Required of all majors by the end of their junior year. Prerequisite, two semester courses in Government. Mr. Lewis.

31F · Bureaucracy and Public Policy. Study of American governmental organization with particular emphasis on budgetary processes, decision-making and functional specialization. Prerequisite, 16. Mr. Lewis.

32 · American Foreign Policy. Constitutional basis for foreign policy. The decision-making processes, application and evaluation of foreign policy. Emphasis on the roles played by the President, Departments of State and Defense, Foreign Service, and Congress. Analysis of selected issues in cultural and information policies, arms control, alliance systems, economic aid programs and intelligence. Open to sophomores. Prerequisite, two semester courses in Government, Economics, or History. (Not offered 1973–74.)

33F · American Constitutional Development. Development of the constitution through judicial interpretation. Function of the

Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. Mr. Rockwell.

34S · The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. Mr. Rockwell.

35F-36S · Politics in Urban Areas. A seminar concerned with the structure and function of urban political systems in the United States. 36 may not be taken as a separate course. Prerequisite, 16 and one other semester course in Government. Mr. Lewis.

37F · The Electoral Process. Examination of how politicians run for office. Emphasis on voting behavior, polling and demographic research. Campaign strategy, planning and organization are also considered. Prerequisite, 16 or consent of the instructor. Mr. Frantzich.

38S · Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science; policy for science and technology; influence of science and technology on policy. Focus on the United States with comparisons to Western Europe, the Soviet Union, China and the low-income countries. Open to sophomores. Mr. Suttmeier.

42S · The Politics of Sub-Sahara Africa. Area study based on individual research. Emphasis on colonial regimes, *negritude*, African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U.N. interests in Africa. Open to juniors. Mr. Richardson.

45 · Chinese Politics. Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political

and social change. Prerequisite, 26 or consent of the instructor. (Not offered 1973–74.)

49S · Honors Program. Individual research project selected by the student with the approval of a faculty sponsor, supervised by him and supplemented by conferences with other members of the Department. Required for departmental honors; open only to senior concentrators. The Department.

Semester in Washington. Director, Mr. Suttmeier. See page 38.

HISTORY

Mssrs. D. Ellis *(Chairman)*, E. Lee, Kurtz, Millar, Traer, and Haltzel.

A concentration in History consists of eight semester courses, including 49.

10F · Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Mr. Traer.

11 · France in Modern Times. The development of French history, society, and culture from 1815 to the present. (Not offered 1973–74.)

12F · Kievan, Muscovite, and Early Imperial Russia. Russia from the ninth century to 1825, stressing political and cultural interaction with its Turkic, Byzantine, and Western neighbors. Mr. Haltzel.

13S · Imperial and Soviet Russia. Russia from 1825 to 1945, with emphasis on the relationship between Russia and the West and on continuity and change in the Old and New Regimes. Prerequisite, 12. Mr. Haltzel.

14F · East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. Mr. Lee.

15S · East Asia in the Modern World. The Western impact on East Asia; the reactions of China, Korea, and Japan to Western pressures. Prerequisite, 14. Mr. Lee.

16F · American Colonial History. A survey of American origins,

with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Mr. Millar.

17S · American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Mr. Millar.

18S · American Economics and Social History. A survey of American economic and social development, with an emphasis on economic change and its social consequences. Mr. D. Ellis.

19F · Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. D. Ellis.

20F · Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. Mr. Traer.

21 · Nineteenth Century European Social History. Analyses of such factors as demographic change, urbanization, industrialization, institutional development, patterns of class organization, and social mobility in nineteenth century Europe. Open to sophomores. (Not offered 1973–74.)

22F · Cultural History of Russia. A survey of the various social classes which constituted the "material culture" of the Old Regime; the development of Russia's "spiritual culture," including art, architecture, and the history of ideas. Prerequisite, 13. Mr. Haltzel.

23S · Nazi Germany. A study of Hitler's rise to power and the Nazi dictatorship from 1933 to 1945, using political, economic, biographical, and sociological techniques of analysis. Open to sophomores. Mr. Haltzel.

24 · The Black Man in America. A survey of the relationship between black and white societies in America, from colonial times to the present. Open to sophomores. (Not offered 1973–74.)

25S · South Asia. A survey of the history of the Indian subcontinent — India, Pakistan, and Bangladesh — from the earliest

times to the present, with emphasis upon the social and religious forces which have provided its continuity. Open to freshmen. Mr. Lee.

26S · Seminar in American Colonial History. Selected problems in colonial history with an emphasis on the pre-Revolutionary period. Prerequisite, 16. Mr. Millar.

27F · Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. Mr. Millar.

28S · The American West Since 1781. A study of expansion, Indian-white relations, land policy, transportation, agriculture, community formation, conservation, and western impact on culture and politics. Emphasis on nineteenth century developments. Open to freshmen. Mr. Ellis.

29S · Seminar in Recent American History. A topical study of recent American political, economic, and social developments and the role of the United States in the world since 1914. Prerequisite, 19. Mr. Ellis.

30F · Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French is desirable. Prerequisite, 10 or 11. Mr. Traer.

31S · Seminar on the Black Man in America. Analyses of the relationship between black and white societies in America, from documentary sources. Prerequisite, 24. Mr. Millar.

33S · Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language is desirable. Prerequisite, 13. Mr. Haltzel.

34F · Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 15. Mr. Lee.

35S · Modern China. Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 15. Mr. Lee.

36S · America in the Age of Revolution. The intellectual and political transformation of the British colonies of North America into a nation-state between 1765 and 1825. Prerequisite, 16 or consent of the instructor. Mr. Kurtz.

38 · New York State. The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. (Not offered 1973–74.)

39F · Urban America. The urban impact upon American thought, culture, and institutions. Prerequisite, any two courses in American history. Mr. Ellis.

41 · Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language is desirable Prerequisite, 20. (Not offered 1973–74.)

42 · Seminar in Russian History. The problem of non-Russian nationalities in the Tsarist Empire and the Soviet Union with emphasis on the post-Stalin period. A reading knowledge of Russian or another European language is desirable. Prerequisite, 13. (Not offered 1973–74.)

49F · Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

50F-S · Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required for departmental Honors. Prerequisite, 49. The Department.

MATHEMATICS

Messrs. Ogilvy *(Chairman)*, Anderson, Atwood, Prichett, and Smallen.

A concentration in Mathematics consists of 13-14 (or 15), 21, 22, 31, 32, 33, 41-42 and at least one other semester course, chosen from among Physics 21-22 and the other mathematics offerings. With the permission of the Department, a student may make a substitution for 32 or for 42, but not ordinarily for both.

13F-14S · Calculus and Analytic Geometry. Introduction to the differential and integral calculus with topics from analytic geometry. The Department.

15F · Calculus and Analytic Geometry. A single semester review of the material of Mathematics 13-14. Offered only to those who have studied calculus but do not qualify for 21-22. Placement by the Department. Successful completion of 15 carries credit equivalent to 13-14. Mr. Ogilvy.

17F-S · Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Such topics as error analysis, data structures and machine language will be included. Open to sophomores. Mr. Anderson.

21F-S · Calculus and Linear Algebra. Continuation of the study of differential and integral calculus; an introduction to linear algebra; matrices and determinants, vector spaces and linear transformations, linear systems. Prerequisite, 14 or 15. Messrs. Anderson and Prichett.

22S · Differential Equations. A first course in the solution of elementary ordinary differential equations; first order methods and linear equations of higher order with emphasis on series methods. Prerequisite, 21. Messrs. Anderson and Prichett.

23F · Introduction to Probability and Statistics. A first course in probability and statistical inference including: random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses, and the central limit theorem. (Credit will not be granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 14 or 15. Mr. Smallen.

24S · Second Course in Probability and Statistics. Topics include the law of large numbers, jointly distributed random variables, correlation and regression theory (including least-squares methods), Chi-square testing, Bayesian and non-parametric methods and introduction to experimental design and decision theory. Prerequisite, 23. Mr. Smallen.

26S · Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 14 or 15. Offered in alternate years. Mr. Ogilvy.

31F · Advanced Calculus and Applied Mathematics. Selected topics from classical analysis including partial differentiation, series in more than one variable, operational methods, orthogonal functions and special functions of particular interest to physical scientists. Prerequisite, 22. Mr. Prichett.

32S · Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31. Mr. Ogilvy.

33F · Modern Algebra. A study of algebraic structure; systems with one and two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 21. Mr. Atwood.

34S · Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations. Applicability of procedures to computer usage will be considered throughout the course. Prerequisite, 22, and the non-credit two week course in the use of the College's computing facilities or the equivalent. Mr. Prichett.

36 · Number Theory. Topics in number theory including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, continued fractions. Prerequisite, 33, or the consent of the instructor. Offered in alternate years. (Not offered 1973–74.)

38 · Advanced Linear and Abstract Algebra. An extension of the material introduced in 21 and 33; the theory of matrices, eigenvalues, and eigenvectors, transformations and their groups, fur-

ther topics from group theory. Prerequisite, 33. Offered in alternate years. (Not offered in 1973–74.)

41F-42S · Introduction to Functions of a Real Variable and Topology. The study of such topics as continuity and convergence in metric spaces, measure theory, Lebesgue integration, function spaces, and introductory topology. Prerequisite, 32 and 33 or the consent of the Department. Mr. Smallen.

MODERN LANGUAGES

A concentration in Modern Languages requires the completion of two 20-level courses in each of two modern languages and the completion of an advanced literature course in one of them.

MUSIC

Messrs. Bonta *(Chairman)* and Spear, Mmes. Jones and Pilgrim, Messrs. Flaver and Best.

A concentration in Music consists of 11-12; two courses in music history (25, 26, 27, 28); four courses in music theory (Kirkland 101-102, 201-202, 301-302); two additional courses selected from the foregoing or other departmental offerings; and four semesters of work in piano. A student demonstrating sufficient proficiency in piano may substitute four semesters of work in another instrument or in voice.

11F-12S · Introduction to Music. The study of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear-training, and sightsinging. No previous knowledge of music is required. Mr. Bonta.

13F-14S · Solo or Ensemble Performance I. The study of music through performance, either in the form of private instruction or in the form of chamber music with group coaching, in either voice or instruments. Prerequisite, the consent of the Department. This course pursued for two semesters will be equivalent to a one-semester course. Academic credit will be granted for either individual instruction or work in chamber music, not for both. The Department.

15F-16S · Group Performance. The study of music through performance, either in the College Choir, the Brass Choir, or in the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four semesters will be equivalent to a one-semester course. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

18S · Conducting. A study of methods, materials, and rehearsal techniques. The basic approach to the musical score, both orchestral and choral. Classroom work to be supplemented by films as well as trips to observe professional conductors. Prerequisite, 11-12 or Kirkland 101-102 or consent of the instructor. Mr. Spear.

23F-24S · Solo or Ensemble Performance II. A continuation of Music 13-14. Prerequisite, 13-14 and the consent of the Department. The Department.

25F · Medieval and Renaissance Music. A study of the history and literature of Western music to 1600, including selected works by major composers from Leonin to Byrd. Prerequisite, 11-12. Mr. Bonta.

26S · Music of the Baroque. A study of the history and literature of Western music from 1580 to 1750, including selected works by major composers from Monteverdi to Bach. Prerequisite, 11-12. Mr. Bonta.

27 · Music of the Classic and Romantic Periods. A study of the history and literature of Western music from 1720 to 1900, including selected works by major composers from Gluck to Mahler. Prerequisite, 11-12. (Not offered 1973–74.)

28 · Contemporary Music. A study of the history and literature of Western music from 1875 to the present, including selected works by major composers from Moussorgsky on. Prerequisite, 11-12. (Not offered 1973–74.)

33F-34S · Solo or Ensemble Performance III. A continuation of Music 23-24. Prerequisite, 23-24 and the consent of the Department. Consent will be contingent upon the student's demonstrat-

ing enough growth in musical comprehension to justify further work in performance. The Department.

43F-44S · Solo or Ensemble Performance IV. A continuation of Music 33-34. Prerequisite, 33-34 and the consent of the Department. The Department.

Kirkland 101–102, 201–202, 301–302, Music Theory.

PHILOSOPHY

Messrs. Blackwood *(Chairman)*, Duncan, Simon, Bowie, Mmes. Ring and Morris (Kirkland).

A concentration in Philosophy consists of 21-22, 23, and five semester courses, one of which must be 34 or Kirkland Philosophy 329.

11F · Introduction to Philosophy. A study of some of the fundamental questions in metaphysics, epistemology, and ethics. The Department.

21F-22S · The History of Western Philosophy. A study of the philosophical classics of Western civilization. Consideration of the most important contributions of outstanding thinkers from early Greek times to the present. Open to sophomores. The Department.

23F · Symbolic Logic. A study of the methods, techniques, and results of formal logic. Open to sophomores. Mrs. Ring.

28 · Aesthetics. Philosophical analysis of the nature of art, with particular attention given to the marks of appropriate aesthetic response. (Not offered 1973–74.)

31F · Islamic Thought. The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures and Zoroastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Religion 31.) Mr. Blackwood.

32S · Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Religion 32.) Mr. Blackwood.

33F · Philosophy of the Social Sciences. An investigation of philosophic problems in the social sciences with special emphasis on the concepts of explanation, motivation, and objectivity. Open to sophomores. Mr. Simon.

34S · Contemporary Analytic Philosophy. A consideration of the important developments in twentieth century Anglo-American philosophy. Prerequisite, 22 or the consent of the instructor. Mr. Simon.

35 · Philosophy of Natural Science. A study of the philosophical presuppositions of natural science and the logic of scientific explanation. Open to sophomores. (Not offered 1973–74.)

36S · Chinese Religion and Thought. A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its history in China; the impact of Chinese religion upon neighboring countries. Emphasis will be upon the intensive reading of selected texts. Prerequisite, two semester courses in Religion or Philosophy, or the consent of the instructor. (Same as Religion 36.) Mr. Williams.

37F · Meta-ethical Theory. An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G. E. Moore, Charles Stevenson, R. M. Hare, and others. Prerequisite, two semester courses in Philosophy. Mr. Simon.

38S · Philosophy of Law. Inquiry into the nature and authority of law, with particular attention given to the relation of legality and morality. Open to sophomores. Mr. Bowie.

39S · Political and Social Philosophy. A study of recent analyses of social and political concepts, with special emphasis on the concepts of legitimacy, equality, rights, and freedom. Prerequisite, one semester course in Philosophy. Mr. Simon.

41F · Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two semester courses in Religion or Philosophy. (Same as Religion 41.) Mr. Blackwood.

42S · Advanced Topics. A critical discussion of Aristotle's

Nicomachean Ethics and its roots in Platonism, with particular reference to topics of contemporary ethical interest. Prerequisite, one semester course in Philosophy. Mr. Duncan.

43F · Distributive Justice. Intensive consideration of the utilitarian, egalitarian, and socialist theories of distributive justice, with a view to the formulation of new theories. A background in Economics or Government is desirable. Prerequisite, one semester course in Philosophy. Mr. Bowie.

Kirkland Philosophy 329F · Phenomenology and Existentialism. A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected, for the most part, from among the following: Brentano; Husserl; Scheler; Jaspers; Heidegger; Sartre; Merleau-Ponty. Prerequisite, one year of history of philosophy or permission of instructor. Mrs. Morris.

PHYSICS

Messrs. Cameron, Ring *(Chairman)*, Pearle, Millet, and Huff.

A concentration in Physics consists of 13-14 (or 11-12), 21-22, 23, 24, 35, and 36.

11F-12S · Principles of Physics. An introduction to the principles of physics including mechanics, electricity and magnetism, quantum physics and the special theory of relativity. Open to freshmen and others who expect to take only one course in college physics. Three class hours and three laboratory hours. Messrs. Cameron and Huff.

13F-14S · Principles of Physics. Essentially the same topics as 11-12 but with calculus. Primarily for students who expect to major in science. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three class hours and three laboratory hours. Mr. Ring.

15 · The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the principles of contemporary physics for students not going on in science. Three class hours. (Not offered 1973–74.)

16S · Introduction to Astronomy. An introduction to the earth-moon system, the solar system, stellar population, the sun as a typical star, stellar evolution, galaxies, and cosmology. Three class hours. Mr. Millet.

21F-22S · Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles and particle systems, the two-body problem, wave motion, coupled oscillators, gravitation, Lagrangian formulation. Topics in mathematical physics such as linear differential equations, multiple integrals, vector analysis, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14 or Mathematics 13-14 and Physics 11-12. Three class hours. Mr. Millet.

23F · Electronics. An introduction to linear circuit analysis in conjunction with laboratory work in circuits, devices and instruments. Includes such topics as AC circuit theory, complex numbers, vacuum tubes, semi-conductors, transistors, oscillators and amplifiers. One of the purposes is to prepare students to use electronic equipment, notably oscilloscopes, in experimental work. Prerequisites, 13-14 or Mathematics 13-14 and Physics 11-12. Three class hours and three laboratory hours. Mr. Ring.

24S · Electricity and Magnetism. The empirical laws of Gauss, Faraday, and Ampere studied in conjunction with special relativity and conservation laws. Derivation of Maxwell's equations in differential and vector form. Application to dielectric and magnetic materials. Includes such topics as vector analysis, electrostatic potentials, Laplace's equation, Ohm's law, vector potential, displacement current, dipole moments, and ferromagnetism. The devices and techniques of 23 are used to study electron trajectories in electric and magnetic fields as well as the properties of dielectric and magnetic materials. Prerequisite, 23. Three class hours and three laboratory hours. Mr. Ring.

31F · Electrodynamics. Fields and Maxwell's equations; electromagnetic wave propagation; boundary value problems; retarded potentials; wave guides; connections with special relativity theory through tensor treatment. Prerequisites, 21-22 and 24. Three class hours. Mr. Millet.

33 · Physical Optics. The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours. (Not offered in 1973–74.)

35F · Atomic Physics. Atomic phenomena and the underlying theory, quantum mechanics, with emphasis on the theory as it relates to experimental observation. Includes such topics as the photoelectric effect, Compton scattering, atomic spectra, the uncertainty principle, the square-well problem, the harmonic oscillator, angular momentum and the hydrogen atom. Experiments include photoelectric effect, electron scattering in gases and X-ray diffraction from crystals. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours. Mr. Huff.

36S · Nuclear Physics and Elementary Particles. Principal properties of the atomic nucleus analyzed by applying quantum mechanics to simplified nuclear models. Introductory group theory, conservation laws, and current theories of elementary particle. Includes such topics as scattering theory, the Weizacker semi-empirical mass formula, the shell model, the optical model and the eight-fold way. Experimental equipment includes a neutron generator, a bubble-chamber scanning table, crystal and surface barrier detectors, coincidence circuits, and counting devices. Prerequisite, 35. Three class hours and three laboratory hours. Mr. Huff.

39F · Thermal Physics. Principles of statistical mechanics; kinetic theory of gases; statistical treatment of ensembles of particles, Maxwell-Boltzmann velocity distribution; entrophy, work, heat and thermodynamic laws; thermodynamic potentials; applications to various physical systems. Prerequisite, 21-22. Three class hours a week. (Same as Chemistry 33a.)

40 · Quantum Mechanics. A formal development of the basic theory and applications to physical systems. Exact and approximate methods of solution of eigenvalue problems and scattering problems. Selected topics such as invariance and conservation laws, angular momentum, harmonic oscillator, Bose-Einstein and

Fermi-Dirac statistics, quantum field theory, time-independent and time dependent perturbation theory, interaction of charges with the electromagnetic field, Lippmann-Schwinger scattering equation. S-matrix and dispersion approaches to scattering. Prerequisites, 39 (or Chemistry 33) and 35. Three class hours. (Not offered in 1973–74.)

PSYCHOLOGY

Messrs. Gescheider *(Chairman)*, Vaughan, Herrmann, Youngs, Begelman (Kirkland), Miss DeMyer (Kirkland), and Mr. Sherrod (Kirkland).

A concentration in Psychology consists of 15; 17 or Kirkland Psychology 111, 112, or 114; 21; and five advanced courses in Psychology, two of which must be laboratory courses.

15F-S · Introduction to Experimental Psychology. Experimental study of animal and human behavior. Topics include conditioning, learning, motivation, memory and the physiological bases of behavior. Laboratory work includes experiments with rats and humans. Three hours of lecture and three hours of laboratory. Mr. Vaughan.

17S · Science of Mental Life. An introduction to the study of cognitive processes. Topics will include sensory processes, perception, learning, motivation, memory, thinking and language. Messrs. Gescheider and Herrmann.

21F · Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in the social sciences. Three hours of lecture and three hours of laboratory. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) Mr. Herrmann.

22S · Research Methods in Psychology. A study of research methods employed in contemporary psychology. Topics will include instrumentation, experimental design, measurement and data analysis. Prerequisites, 15 and 21. The Department.

27F · Conditioning and Learning. A study of the principles of Pavlovian conditioning, instrumental learning and attentional processes in learning. Experiments with animal or human subjects.

Three hours of lecture and discussion and three hours of laboratory. Prerequisite, 15. Mr. Vaughan.

28 · Physiological Psychology. The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion, memory and learning. Three hours of lecture and three hours of laboratory. Prerequisite, 15. (Not offered 1973–74.)

35F · Perception and Psychophysics. A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of lecture and three hours of laboratory. Prerequisites, 15 and 21 which may be taken concurrently. Mr. Youngs.

36 · Cognitive Psychology. A study of the processes by which the sensory input to the organism is transformed, reduced, elaborated, stored, recovered, and used. Three hours of lecture and three hours of laboratory. Prerequisite, 15. (Not offered 1973–74.)

38S · Human Learning and Thinking. A study of human learning: retention and forgetting, transfer of training, concept formation, and language acquisition. Prerequisites, 15 and 21 which may be taken concurrently. Mr. Herrmann.

39F · Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 15 or 17. Mr. Herrmann.

41F · Special Topics in Experimental Psychology. Topic for 1973: Research methods in experimental psychology. An examination of the methods and instrumentation used in the investigation of such topics as visual illusions, depth perception, and sound localization. Prerequisite, 15. Mr. Youngs.

43 · Historical and Theoretical Foundations of Contemporary Psychology. Historical and current psychological problems with particular reference to the history and philosophy of science. Prerequisite, 15, 17, or Kirkland Psychology 114. (Not offered 1973–74.)

44S · Behavior Theory. A survey of contemporary behavior theories and their underlying methodologies. Evaluation of behav-

iorists, ethologists and cognitive theorists. Prerequisite, 15 or 17. Mr. Gescheider.

Kirkland Psychology 111F · Introduction to Child Development. A survey course in the field of experimental child psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development and thought processes in children. Miss DeMyer.

Kirkland Psychology 112F · Introduction to Personality. A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. Messrs. Sherrod and Begelman.

Kirkland Psychology 114S · Social Psychology. Study of the theoretical and empirical literatures dealing with problems of human social behavior. Mr. Sherrod.

RELIGION

Messrs. Williams *(Chairman)*, Endy, Tibbetts, and Mrs. Williams.

A concentration in Religion consists of eight semester courses of which three must be chosen from 11, 12, 14, 21, or Kirkland History 271. Other courses offered at Kirkland which are acceptable for concentration include History 216 and 346, Sociology 307, and Jewish Studies 131, 132, 211 and 256.

11F · Introduction to the Study of Religion. An analysis of the nature and expression of religion as manifested in various cultures, past and present. Particular attention will be paid to man's relation to time as expressed in rites of passage, seasonal festivals, views of history, and meditational disciplines such as Yoga and Zen. Mr. Williams.

12S · Gods and Myths of Modern Man. An introduction to the study of Western religion through an analysis of the Judaeo-Christian religion and its traditional place in European society and culture, the secularization process in Western history, developments in religious thought since the Enlightenment, and the rise of certain myths and ideologies of scientific humanism, nationalism, Communism, and racism that provide alternative world views to that of the Judaeo-Christian tradition. Mr. Endy.

14S · The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Special attention will be paid to the cultural and religious background of the ancient Near East and to the light archaeological findings have shed upon the Bible. Mr. Williams.

21F · The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Mr. Endy.

26S · Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, notational and aural symbolism. No previous knowledge of music required. Open to sophomores. Mrs. Williams.

31F · Islamic Thought. The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Philosophy 31.) Mr. Blackwood.

32S · Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Philosophy 32.) Mr. Blackwood.

33F · Religion in American History. A study of religious life and thought in America with emphasis on the relationship between religion and major developments in American history and on the religious self-understanding of the American people. Prerequisite, a semester course in Religion or consent of the instructor. Mr. Endy.

34 · Religion, the State, and Violence. A study of the major perspectives in past and contemporary Western religious thought on the relationship between religion and the state and on the justifiability of war, revolution, non-resistance, and non-violence. Pre-

requisite, a semester course in Religion or consent of the instructor. (Not offered in 1973–74.)

35S · Religion in 20th Century America. A study of American religious thought and life in the twentieth century. Emphasis on mainstream Protestant, Catholic, and Jewish developments and on American civic piety. Prerequisite, a semester course in Religion or consent of instructor. Mr. Endy.

36S · Chinese Religion and Thought. A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its history in China; the impact of Chinese religion upon neighboring countries. Emphasis will be upon the intensive reading of selected texts. Prerequisites, two semester courses in Religion or Philosophy, or the consent of the instructor. (Same as Philosophy 36.) Mr. Williams.

37F · Christian Ethics. An analysis of literature concerning selected contemporary social issues. Guidelines for the development of an ethical system founded upon religious conviction will be presented, discussed and debated. Prerequisite, a semester course in Religion or consent of the instructor. Mr. Tibbetts.

38 · Major Cults and Sects in America, I. An analysis of the social foundations, the history, and the beliefs of various religious groups which have diverged from the mainstream of orthodox Protestantism and Catholicism. Particular attention will be devoted to Mormonism, Seventh Day Adventism, Jehovah's Witnesses, and Christian Science. Prerequisite, a semester course in Religion or American History, or consent of instructor. (Not offered in 1973–74.)

39S · Major Cults and Sects in America, II. Particular attention will be paid to Bahai, Quakerism, Unitarianism, Pentecostalism. Prerequisite, a semester course in Religion or American History, or consent of instructor. Alternates with 38. Mr. Tibbetts.

41F · Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two semester courses in Religion or Philosophy. (Same as Philosophy 41.) Mr. Blackwood.

43F · The Attack Upon and Defense of Christendom in the 19th Century. An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two semester courses in Religion, or Philosophy 21-22, or consent of the instructor. Alternates with 44. Mr. Williams.

44 · European Religious Thought in the 20th Century. An intensive study of selected works by such thinkers as Barth, Buber, Berdyaev, Teilhard de Chardin, and Tillich. Special emphasis placed upon the development of a religious understanding of man. Prerequisite, two semester courses in Religion, or the consent of the instructor. Alternates with 43. (Not offered in 1973–74.)

46S · Seminar in Theology. An intensive seminar in one or two major theologians or schools of thought in Western religion, usually of the contemporary era. Topic for 1973–74: the theology of Paul Tillich and related thinkers. Prerequisite, two semester courses in Religion or one each in Religion and Philosophy or consent of instructor. Alternates with 34. Mr. Endy.

Kirkland History 271F · The Evolution of Christian Thought. The growth and development of Christian doctrines and ideas from the earliest history of the church to the Reformation. Major topics include the thought of the primitive church and the Fathers, the Ecumenical Councils and the rise of heresies, and the development of medieval scholasticism. Mr. Miller.

ROMANCE LANGUAGES

French

Messrs. Moraud *(Chairman)*, Hamlin, Davis, Cholakian, and Mrs. Davis.

A concentration in French consists of eight semester courses numbered 13 or higher, one of which must be 50.

11F · First Semester French. A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Four class hours and laboratory work. Mrs. Davis.

12F-S · Second Semester French. Further work in aural comprehension, speaking, reading and writing. Prerequisite, 11. Four class hours and laboratory work. Mr. and Mrs. Davis.

13F-S · Third Semester French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Four class hours and laboratory work. Prerequisite, 12. Messrs. Hamlin and Moraud.

15S · Spoken French. Designed for students who plan to take advanced courses in French but do not believe they have sufficient competence in the spoken language. Building of vocabulary, exercises in pronunciation. Conversation, oral presentations, work with radio, records, tapes. Five class hours and laboratory work. Class limited to 15 students. Prerequisite, 13 and consent of the instructor. Mr. Moraud.

20F-S · Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Mrs. Davis.

21F-S · Introduction to French Literature. Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Messrs. Hamlin and Moraud and Mrs. Davis.

25F · Contemporary France. Attitudes, customs, social structure and institutions in present-day France. Special attention given to problems in education, rural life, politics, and the "consumer society." Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 13 or consent of the Department. Mr. Davis.

30F · Introduction to French Classicism. Study and analysis of important texts of the 17th century. Introduction to French versification and to literary terms. Written and oral reports and *explications de textes*. Recommended for students who wish to do further work in French literature. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Hamlin.

31S · The Age of Enlightenment. Study and analysis of 18th century writers. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

32 · Nineteenth Century French Novel. Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and oral reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1973–74.)

33F · Twentieth Century French Prose. Study and analysis of French literature and thought in the 20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Hamlin.

34 · French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes*. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1973–74.)

35F · Contemporary French Theater. The history of the French stage in the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Davis.

38S · French Cinema. A course dealing with the history of French Cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

39S · Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 20-level course or consent of the Department. Mrs. Davis.

40 · Medieval French Literature. Brief introduction to Old French; reading selections from important authors, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Not offered 1973–74.)

41S · The Renaissance. Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. Mr. Davis.

42 · French Classical Theater. Study and analysis of the French classical theaters of the 17th century. Lectures, discussions, written and oral reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Not offered 1973–74.)

44F · French Romanticism. Emphasis on poetry and drama. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. Mr. Moraud.

50S · Senior Program. A discussion of topics which will synthesize the study of French literature. Open to seniors other than those concentrating in French only with the consent of the instructor. Mr. Hamlin.

Spanish

Messrs. Tato and Medina.

A concentration in Spanish consists of eight semester courses numbered 13 or higher, one of which must be 50.

11F · First Semester Spanish. Thorough grounding in aural comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four class hours and laboratory work. Mr. Medina.

12F-S · Second Semester Spanish. Further work in aural comprehension, speaking, reading and writing. Four class hours and laboratory work. Prerequisite, 11. Mr. Tato.

13F-S · Third Semester Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Four class hours and laboratory work. Prerequisite, 12. Mr. Medina.

21S · Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

23F · Advanced Spanish. A course designed for students who wish to acquire a better command of the language and skill in

translating. Written and oral exercises. Laboratory work. Taught in Spanish. Prerequisite, Spanish 13 or consent of the Department. Mr. Tato.

24S · Spanish-American Civilization. The history and culture of Spanish-American. A study of the origins and evolution of the Spanish-American character, tradition and thought. Outside reading and discussion. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Tato.

25 · Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of modern Spanish character, with emphasis on contemporary social, political and religious problems. Taught in Spanish. Prerequisite, 13 or consent of the Department. (Not offered 1973–74.)

26F · Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American Literature, emphasizing representative works of each period or literary school. Outside reading and written assignments. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Tato.

30S · Spanish Theater of the Golden Age. Study of important Spanish dramatists of the Golden Age, with reference to the poets of the period. Lectures, discussions, outside reading and written reports. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

31 · Golden Age Prose. Study of major works of the 16th and 17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1973–74.)

33 · Romanticism. Study of Romantic drama, poetry and prose, including Lârra, the Duque de Rivas, Zorrilla, Bécquer and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1973–74.)

35 · The Realistic Novel. Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarín and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1973–74.)

36F · The Generations of 1898 and 1927. The Generation of 1898 and the poets of the Generation of 1927. Ideas, trends and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

38 · Spanish-American Literature to End of the 19th Century. The development of Spanish-American Literature from its origin through the end of the 19th century. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1973–74.)

43 · Medieval and Renaissance Literature. Study and analysis of some major literary works of the Middle Ages and the Renaissance. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. (Not offered 1973–74.)

46 · Contemporary Spanish-American Literature. Spanish-American Literature from the end of the 19th century to the present. Special emphasis on the new narrative forms of contemporary Spanish-American Literature. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. (Not offered 1973–74.)

48S · Special Topics in Hispanic Literature. Study of an author, a genre or a literary movement in Spanish or Spanish-American Literature. Lectures, discussions, outside reading and written assignments. A considerable amount of reading is required. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. Mr. Tato.

50S · Senior Program. Study covering either a major topic not previously studied in an advanced course or material of a broader, comparative nature. Subject must be approved. Open to students other than those concentrating in Spanish only with the consent of the Department. The Department.

RUSSIAN

Mr. Young *(Chairman)*.

11F · First Semester Russian. An introduction to the speaking,

aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work.

12S · Second Semester Russian. Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class and laboratory work. Prerequisite, 11.

13F · Third Semester Russian. Systematic review of structure with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 12 or equivalent.

20S · Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian culture chosen to improve skill in translating. Prerequisite, 13 or equivalent.

22 · Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 13. (Not offered 1973–74.)

23F · Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 13 or equivalent.

32S · Soviet Literature. Readings, discussions, and reports in Russian on selected 20th century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 13 or equivalent.

Russian Literature in Translation

16 · Russian Literature in the Nineteenth Century. A survey of Russian prose fiction in translation, including some of the major works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov. (Not offered 1973–74.)

SOCIOLOGY

A concentration in Sociology is available at Kirkland College consisting of 101, 301, and 402, and four other semester courses.

SPANISH

See ROMANCE LANGUAGES.

SPEECH

Messrs. Todd and W. Wright *(Chairman).*

11F-S · Public Speaking. Introduction to the principles of spoken communication. Practice in public address, readings in rhetorical criticism and in selected speeches. Lectures and private conferences. The Department.

21S · Advanced Public Speaking. Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Use of videotape equipment. Special emphasis on preaching and forensic argument. Prerequisite, 11, and consent of instructor. Mr. Wright.

31F · Problems in Contemporary Communication. Examination of the processes of oral communication (interpersonal, intercultural and interethnic) as affected by electronic media, and modern research in semantics, Anthropology, etc. Special emphasis on communication techniques in advertising and public relations, and on current controversies between government and the broadcasting industry. Open to sophomores. Mr. Todd.

32F · History and Criticism of American Public Address. A survey of the role of public address in the religious, political and social movements in American history to the period of the New Deal. Reading in and criticism of selected speeches together with analysis of the relationships between changing styles of persuasion and changing attitudes and expectations in the American audience. Open to sophomores. Alternates with 35. Mr. Wright.

33 · Contemporary Public Address. A survey of the role of public address in America from the New Deal to the present. Emphasis on the differences in the principles and practice of oral persuasion as those differences are brought about by mass communications. Open to sophomores. (Not offered 1973–74.)

34S · The Rhetoric of American Reform Movement. A study of the persuasion and the organizational techniques used by the militant leaders of such movements as Abolitionism, Women's

Rights, Temperance, Revivalism, Labor Reform, Civil Rights, etc. Lectures and students' oral reports. Open to sophomores. Mr. Todd.

35 · The American Audience. A study of the American as a listener. Research into some of the influences (sociological, psychological, effects of mass media, advertising, etc.) on American listening habits. Efforts to describe the American audience and to arrive at some informed speculation on implications for personal and public communications in contemporary society. Open to sophomores. Alternates with 32. (Not offered 1973–74.)

36 · The Rhetoric of the Presidential Campaign. A study of the uses of persuasion in the current presidential campaign with special attention to the ways in which issues are identified and set forth. Some critical attention to political rhetoric as it occurs in the mass media and in the political cartoon. Open to sophomores. (Offered only in presidential election years.)

THEATER AND DRAMA

A concentration in Theater and Drama may be selected with the approval of the appropriate interdepartmental faculty committee. The concentration will consist of eight semester courses, including two semesters in acting and directing (offered at Kirkland) and such other courses, particularly those in dramatic literature, as the committee approves.

Kirkland Courses

Kirkland courses are described below, organized by Division. Single number courses are given for one semester. Double number courses, separated by a hyphen, (e.g. 191–192S) are offered for two successive semesters with the first semester a prerequisite for the second semester. Double number courses separated by a comma (e.g. 191, 192) allow either semester to be elected independently of the other. Double number courses separated by a slash (e.g. 191/191S) allow the same course to be elected for either semester.

The letter S following the number indicates the course is offered in the spring. All other courses are offered in the fall.

NOTE: Kirkland courses listed here are reprinted from the Kirkland catalogue. Almost all are open to Hamilton students, who should consult their advisers prior to election of any courses.

Course Offerings

AMERICAN STUDIES

American Studies 301 · The Image of the City. By an examination of novels, political tracts, sociological studies and writings of settlement house workers, the course will focus on the variety of ways Americans have sought to condemn, accept or deal with urban problems. Emphasis will be placed on the symbolic role of cities and on ways in which perception of their problem has historically limited available solutions. The course is intended for students who have done advanced work in at least one of the fields relevant to the course. Mr. Locke.

American Studies 304S · Heroes and Leaders in America. The concept of national character has been abused and overused by

writers of many persuasions and disciplines. This course is an attempt to arrive at some understanding of the proper uses of this concept by appreciating its limits. A number of eminent Americans will be viewed from both contemporary and later perspectives. Mr. Locke. (Not offered 1973–74.)

American Studies 311 · Introduction to Theories and Methods. An introduction to the theories, methods and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions and cultural forms in American life. The course is open to juniors or by consent of the instructors. Mr. Hoffa and Mr. Gray.

American Studies 322S · American War Literature: Literature as Historical Source Material. American sources, including fiction, poetry, personal narratives, drama, songs and film, which are concerned with attitudes towards war from the WWI period through the 1950's will be examined in order to derive a sense of persistent attitudes or changing views. Students will be asked to prepare a single project based on conferences with the instructor, and to lead class discussion in that area. Background readings in social history will be required, and preference in enrollment will be given to American Studies, American History and Literature concentrators in that order. Seniors and Juniors only; others with prior permission. Evaluation will be based on class contribution and the project. Mr. Babbitt.

American Studies 491 · Senior Seminar. Application of the theories and methods of interdisciplinary study to selected problems in American life. Students will be asked to develop critical analysis of common readings, and to develop an individual project within the topic. Open to senior concentrators in American Studies, other upperclassmen with permission of the instructor. Topic for Fall 1973: Women in America. Mr. Locke.

American Studies 299 · Independent Study. Staff.

American Studies 399 · Independent Study. Staff.

American Studies 499 · Independent Study. Staff.

American Studies 500 · Senior Project. An independent project required of senior concentrators in American Studies. Faculty

appropriate faculty committee. Prerequisite: American Studies 491.

Course Offerings

ARTS DIVISION

Art 101/101S · Drawing I. Problems in spatial relationships and pictorial composition provide the basis for the development of skills in a variety of drawing media. The qualities of process, line, shape, light and atmosphere will be examined in working from the model, from still life and from the student's own imaginative resources. Class limit is 18 because of type of instruction and space. Mr. Muirhead, Mr. Salzillo.

Art 105/105S · Design. An exploration into visual language. A studio course that will strive to expand the student's sensibilities to an awareness of art and the creative process. The principal reason for such a course is to answer the need for a foundation in the broad underlying concepts of art and creativity before specializing. Specifically, the student will undertake a series of definite projects dealing with structure (both in a technical and symbolic nature). Upon completion of each project she will be expected to participate in group criticism of the project. Mr. Muirhead, Mr. Salzillo.

Art 111/111S · Ceramics I. An introduction to techniques in the use of clay as a material for three-dimensional forms. Students explore traditional wheel, hand-building and glazing methods. They are responsible for creating their own glazes at stoneware temperatures. In addition to four class hours each week, a minimum of six additional hours is expected. Due to facilities and teaching method employed, class size is limited to 18 students. Mr. Palusky.

Art 113/113S · Photography I. An introduction to photographic communication. Aesthetic traditions are explored and fundamental techniques, such as variety of cameras and their uses, lighting, and darkroom procedures, are studied. No prerequisite. Limited to 18 students because of equipment and facilities. Mr. Boxer, Mr. Liebman.

Art 114/114S · Photography II. For students who wish to de-

velop further the techniques learned in Photography I. Class limited to 18 because of equipment and facilities. Mr. Liebman.

Art 115 · Film Production I. An introduction to motion picture techniques and an exploration of animation, documentary, art, educational and theatrical films. Interdisciplinary projects are encouraged. Class limited to 18 because of nature of equipment. Prerequisite: experience in photography or permission of the instructor. Mr. Boxer.

Art 117 · Film Animation. An exploration of how the artist can make use of film time. This will be a studio course for people with some experience in drawing, painting, still photography, graphics or any other unique aptitude which could be exploited in the making of a personal statement in the art of film. Class size will be limited to 10 students due to equipment and personal supervision. Permission of the instructor required. Mr. Boxer.

Art 119/119S · Introduction to the Language of Film. After an outline of film grammar, a cross section of various film forms will be screened. The films will be discussed in relation to assigned readings in theory and film criticism with the intent of exploring how film acts on us, and how we can develop critical involvement. Evaluation will be based on papers and class discussion. Preference to freshmen and sophomores. Limit: 35. Mr. Boxer.

Art 201S · Drawing Workshop. An exploration in depth of concepts established in Drawing I. May be repeated for credit at increasingly advanced levels. Class size: 18. Prerequisite: Art 101 or permission of instructor. Mr. Muirhead, Mr. Salzillo.

Art 203/203S · Painting I. Using models, landscape and still life, the stress will be on spatial relationships, plastic organization, composition, drawing and design, and the interrelatedness of these with color. Using slides and reproductions, the work of great painters of many cultures will be analyzed. Class size will be limited to 18 students because of type of instruction and space. Prerequisite: Drawing I or permission of the instructor. Mr. Muirhead, Mr. Salzillo.

Art 205/205S · Printmaking (Etching). Concentration in the process of intaglio printmaking; including hard and soft ground

etching, aquatint and liftground methods. Instruction in the techniques of silk-screen and relief printmaking will also be offered. Emphasis will be on individual work with a view to the making of original prints. Class size will be limited to 15 to avoid overcrowding of equipment. Prerequisite: Art 101 or permission of the instructor. Mr. Muirhead.

Art 207/207S · Printmaking (Lithography). Study of the process of lithography through the techniques of drawing on stone or metal plates and printing in black and white or color. Students may also work in the mediums of relief printmaking and silk screen. Drawing, individual experimentation and expression within technique will be stressed. Students will be evaluated on the production, depth of their work and the accomplishments of technical process. Class size will be limited to 15 students to avoid overcrowding of equipment. May be repeated for credit at increasingly advanced levels. Mr. McDermid.

Art 209/209S · Sculpture I. Students will explore the fundamentals of sculpture. Instruction shall include work in clay, plaster, wood and metal to develop awareness of the relationship of form to the nature of material and the sculptural process. Students will be encouraged to work in modeling, carving and construction techniques. Class size will be limited to 15 to avoid overcrowding equipment. Mr. McDermid.

Art 211/211S · Ceramics II. Designed to develop technique in hand-building beyond the introductory level. Students are responsible for completing several glaze assignments at stoneware temperatures. Studio sessions also include periodic critiques on problems of technique and three-dimensional expression. Prerequisite: Ceramics I. Students with experience in a course or courses equivalent to Ceramics I may ask for permission of the instructor. Class size: 18. Mr. Palusky.

Art 213 · Photography Workshop. This course is designed to explore and expand photographic possibilities in non-traditional terms. To do this, students will work together in small groups to design, construct and arrange a piece for a specific area of space. Possibilities include research in photographic sculpture, photographic image as relief, photocollage, photographic mobiles,

etc. Suggested materials: plastics (plexiglass), photosensitized fabrics, metals, mirrored surfaces, plywood, masonite, toning materials, etc. Prerequisite: Photography 113 and permission of the instructor. Limited to 10 students because of the amount of attention each needs for projects of sophisticated technical character. Mr. Liebman.

Art 215 · Film Production Workshop. An exploration in greater depth of the problems of technique, form and style. May be repeated for credit at increasingly advanced levels. Class size will be limited to 18. Prerequisite: Art 115. Mr. Boxer.

Art 219/219S · Audio-Visual Workshop. This course introduces the basic audio-visual technology: sound recording, photography, super-eight film, video-tape and the related projection systems. It is an exploration of how one can use current experiences and materials in the classroom. In the process of becoming proficient with the equipment, there is strong emphasis on each individual developing her own resourcefulness as to how these techniques can best be used. Mr. Boxer.

Art 303S · Painting Workshop. An exploration in depth of concepts established in Painting I. May be repeated for credit at increasingly advanced levels. Class limit is 18. Prerequisite: Art 203 or permission of instructor. Mr. Muirhead, Mr. Salzillo.

Art 309/309S · Sculpture Workshop. Continuation of Art 209. Students may apply techniques of welding, casting, carving, working in plastics or other materials towards the development of a more personal style. Advanced students, already having an amount of studio experience, are expected to determine the choice of working media and to involve related skills they have developed. Class size will be limited to 15 to avoid overcrowding equipment. May be repeated for credit at increasingly advanced levels. Mr. McDermid.

Art 311/311S · Ceramics Workshop. Each student must complete a substantial series of work that may range from functional pottery to the most abstract ceramic objects. Raku, earthenware, stoneware, porcelain or salt or a combination of the above may be used for completion of a series. Clay bodies, glazes and firing are the student's responsibility. May be repeated for credit at

increasingly advanced levels. Class size will be limited to 18 students. Mr. Palusky.

Art 199 · Independent Study. Staff.

Art 299 · Independent Study. Staff.

Art 399 · Independent Study. Staff.

Art 499 · Independent Study. Staff.

Art 500 · Senior Project. Staff.

Dance 101/102S · Beginning/Intermediate Contemporary. A course in the technique and styles of modern dance. Some training required. A two-semester course. See instructors. Mr. and Mrs. Salatino.

Dance 103/104S · Jazz I. Technique, style and history. Basic lurhythmics, Luigi technique and Dennis choreography. Lurhythmics: adapted from Mischio Ito's Lurhythmics, develops the coordination and rhythm essential to all dance by relating specific arm positions to jazz movement. Mr. Dennis.

Dance 111–112S · Basic Ballet. Introductory course in classical ballet. No previous training required. See instructors. Mr. and Mrs. Salatino.

Dance 201/202S · Intermediate/Advanced Contemporary. A continuation in the study of modern dance. Students are required to participate in workshops and a dance concert. See instructors. Mr. and Mrs. Salatino.

Dance 203/204S · Jazz II. Intermediate and advanced levels. A continuation and development of the problems of Jazz I. Prerequisite: Dance 104 or permission of the instructor. Mr. Dennis.

Dance 211/212S · Intermediate Ballet. A continuation in the study of classical ballet. Previous training required. See instructors. Mr. and Mrs. Salatino.

Dance 305/305S · Choreography Workshop. Study of the principles of dance composition. Creative work in the preparation of a performance. The students will prepare, or compose and direct, a program of dances with the advice of the faculty. Each

student composition will be shown informally, followed by an open group discussion and analysis of works presented. Requirements: Advanced level in either ballet, modern or jazz technique and permission of instructors. Class size: 10. Mr. and Mrs. Salatino.

Dance 311/312S · Advanced Ballet. A continuation in the study of classical ballet including point work. Students are required to participate in the workshops and dance concert. See instructors. Mr. and Mrs. Salatino.

Dance 199 · Independent Study. Staff.

Dance 299 · Independent Study. Staff.

Dance 399 · Independent Study. Staff.

Dance 499 · Independent Study. Staff.

Dance 500 · Senior Project. Staff.

DRAMA

Drama 101–2 · Improvisation for the Theatre. Course Problem: "Improvising in itself is not a system of training. It is one of the results of training. When 'improvising' becomes an end in itself, it can kill spontaneity while fostering cleverness. Growth ceases as the performers take over. Everyone ad-libs every waking hour of the day and responds to the world through his senses. It is the enriching, restructuring, and integration of all these daily life responses for use in the art form that makes up the training of the actor for scene improvisation and formal theatre." — Viola Spolin. The aim of the course is to evolve a theatrical community and to release the actors' physical, vocal and emotional resources through group improvisation and theatre games. Enrollment is limited to 20 students in order to facilitate the functioning of the class. We will attempt to establish a balance between men and women. Mr. Cooper.

Drama 103–104S · Production in Theatre. Practice in the conceptualization and design of scripted productions. Theory of and practice in the rendering of ground plans, elevations, light

and costume plots, sound tracks, and scale model building. At least three different scripts will be studied, each requiring a major presentation from each student. Emphasis will be on the conceptualization and heightening of theatrical metaphors. Note: Any student who undertakes a significant responsibility in any production during the semester may apply to have that work counted as partial fulfillment of the requirements of the course. A two-semester course. No limit because production duties may absorb any number of students. Mrs. Bellini-Sharp, Mr. Cooper.

Drama 105S · The Expressive Voice. Development of the voice as an expressive and dramatic instrument; exercises in relaxation, breathing, support, resonance and pitch. Practice in the oral interpretation of literature. Listening to examples of good speech on records, and analyzing one's own speech patterns by means of tape recorder. Class size will be limited to 15, to allow adequate individual attention. Mr. Cooper.

Drama 107–108S · The History of Living Theatre. Course Problem: "When a performance is over, what remains? Fun can be forgotten, but powerful emotion also disappears and good arguments lose their thread. When emotion and argument are harnessed to a wish from the audience to see more clearly into itself — then something in the mind burns. The event scorches on the memory an outline, a taste, a trace, a smell — a picture. It is the play's central image that remains, its silhouette, and if the elements are rightly blended this silhouette will be its meaning, this shape will be the essence of what it has to say." —Peter Brook. The intent of the course is to provide a workshop for the practical and theoretical examination of major periods in the theatre's history. No limit. Mrs. Bellini-Sharp, Mr. Cooper.

Drama 201–202S · Acting Workshop. Course Problem: To evolve an individual working method as an actor — an exploration of the actor's physical, vocal and emotional resources. Enrollment is limited to 20 students and an attempt will be made to establish a balance between men and women so that each actor will have the opportunity to work every day in the widest possible variety of theatrical situations. Mrs. Bellini-Sharp.

Drama 209 · Analysis of the Playscript. Course Problem: "In the present state of dramatic ferment the scraps of ancient

theory that we have inherited are not very useful, because they confine our understanding and analysis of the plays we read. Drama-studied-as-literature usually ignores the very artistic basis upon which the work is constructed. Drama-studied-as-theatrical-score often fails to examine adequately the artistic form that the actor and director seek to project. To penetrate works of the past as well as works to come, a new way of dealing with the drama is necessary. It must be equally useful in dealing with traditional European plays, less familiar non-Western drama, and the inchoate forms emerging from the present state of theatrical chaos." —Bernard Beckerman. The aim of the course will be to evolve a method of analyzing a script in the way a musician approaches a score, both as notations and as music. Limit: 25. Mrs. Bellini-Sharp, Mr. Cooper.

Drama 301–302S · Directing Workshop. Theory and practice in the analysis of scripts, design of action, and working with actors. Reading and discussion of the contributions of great directors and theorists, i.e. Appia, Stanislavsky, Meyerhold, Artaud, Schlemmer, Brook, Grotowski, Chaikin. First semester culminates in the direction of long scenes or short one-act plays. Second semester culminates in the presentation of longer works. Prerequisite: four semesters of theatre courses of which at least two must be in acting, or permission of the instructor. Limit: 10, because of large amount of time necessary for each student director. Mrs. Bellini-Sharp, Mr. Cooper.

Drama 303–304S · Advanced Acting. Problems in scene study, characterization, historical styles, voice, make-up. Offered alternate years. Prerequisite: permission of the instructor — granted by audition. Mrs. Bellini-Sharp, Mr. Cooper.

Drama 199 · Independent Study. Staff.

Drama 299 · Independent Study. Staff.

Drama 399 · Independent Study. Staff.

Drama 499 · Independent Study. Staff.

Drama 500 · Senior Project. Staff.

MUSIC

Music 101–102S · Theory I. Ear cleaning to facilitate cultivation of the garden which lies between. Studies in melody writing employing both familiar and more exotic scale patterns. Analysis of musical works chosen from many cultures and historical periods, including the present. No student will be expected to produce great works of tonal art; students will be expected to produce works that work. Evaluation will be based on class participation and on regular written assignments. Priority: freshmen. Prerequisites: knowledge of simple music notation; must not be tone-deaf. Note: aural training will be an integral part of each class and materials for dictation and sight-singing will be drawn from the student's own studies in melody writing. Mr. Heard, Mr. Hartwell.

Music 104S · Electronic Music Studio I. Elementary electroacoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. The student will be expected to gain a firm theoretical understanding of the ways in which sound can be electronically created and controlled, and to demonstrate this understanding in her work with the synthesizer. In the second half of the semester, students will be encouraged to consider and discuss the aesthetic and psychological connotations of the sounds they produce, and to investigate the problems of combining sounds done in mono. Students will be responsible for the completion of one short project involving elementary electronic composition. Maximum accommodation in studio is for 13 students. Admission by permission of the instructor, based on the student's real interest in the problems described above. Mr. Heard.

Music 201–202S · Theory II. A continuation of Theory I but in greater scope and detail. Concepts of harmony, counterpoint and form as the natural consequence of the material studied in Theory I. The course will focus on the music of the Baroque and Classical periods. Aural training and evaluation will be as in Theory I. Prerequisite: Music 102 or permission of the instructor. Mr. Heard.

Music 203 · Electronic Music Workshop. Advanced work with

the synthesizer and with electronic manipulation of "found" sounds. Electronic music within an inter-media context. Recording and editing techniques will be stressed. Improvisatory approaches to the synthesizer will be discouraged and students should be prepared to devote equal attention to both the planning and the execution of a work. May be repeated for credit by students who have in mind a specific project and who obtain the instructor's permission prior to registration. Students will be responsible for the completion of at least one work, preferably of the student's own design. Mr. Hartwell.

A note on electronic music courses: Students should be prepared to work individually in the studio at least three hours per week, excluding class time. It may not always be possible to arrange this studio time at the student's ideal convenience. The combined registration in Studio I and Studio II (when they are given concurrently) will not exceed 20 students in any given term. The maximum number of people the studio can accommodate at any one time is 14 (including instructor) and for this reason the Studio I course is limited to 13 students.

Music 205 · Composition. Twentieth-century compositional techniques, including notational problems and score preparation. The aim of this course is to provide the student with not only the tools, but also the insight which may include, but may not be limited to, electronic sounds. Evaluation will be in terms of the student's increase in ability to structure her respective musical ideas. Prerequisite: Theory I or permission of the instructor. Offered fall semester of even-numbered years. (Not offered 1973–74.) Mr. Heard, Mr. Hartwell.

Music 206S · Orchestration and Arranging. The instruments of the orchestra will be investigated with respect to their musical colour, range and standard groupings: strings, woodwinds and brass. As frequently as possible these investigations will be coupled with live classroom demonstrations. Idiomatic writing for the instruments will be stressed and the student will be expected to become fluent with the various transpositions used in orchestral scoring. Works for piano will be analyzed in order to discover an effective approach to their orchestration, and various styles of orchestration will be considered. Evaluation will be

based upon class participation and on the student's own orchestrations. Music concentrators will be given priority. Offered spring semester of odd-numbered years. Prerequisite: Theory I or permission of the instructor. (Not offered 1973–74.) Mr. Heard, Mr. Hartwell.

Music 207 · Theory and Practice of Jazz. Melodic improvisation within a harmonic context. Harmonic extensions, substitutions and typical jazz progressions. Analysis of improvisations by Parker, Davis, Rollins and others from the post-1940 period of jazz. Evaluation will be based solely on application and evidence of progress. Extensive outside listening and practice will be required. Prerequisites: experience in jazz improvisation and/or permission of the instructor. Offered occasionally as student interest and ability warrants. Mr. Hartwell.

Music 301–302S · Theory Workshop. Advanced studies in the music of the Romantic and Expressionist periods. Stylistic evolution as the result of the interaction between contrapuntal and harmonic aspects in the music of such composers as Schumann, Wagner, Mahler and Berg. Prerequisite: Music 202 or permission of the instructor. May be repeated at increasingly advanced levels with permission of the instructor. Mr. Hartwell.

Music 303 · Analysis. A course designed to give the student an understanding of the technical problems inherent in the analysis of any and all music. The variables of formal design (pitch organization, sectional balance, structural and harmonic rhythm, register, timbre and texture), their specific applications, and the ways in which they interact, will be demonstrated. This course will not be concerned with stylistic problems *per se*, but rather with an approach to those elements common to all styles. At the completion of this course, the student should be able to approach any musical work, regardless of her prior familiarity with the work or its style, and to make meaningful observations. Evaluation will be on the basis of classroom participation and regular written assignments. Prerequisite: Theory II or permission of the instructor. Mr. Heard.

Music 304S · Junior-Senior Seminar. The content of this course will be determined jointly by the students and instructor, in

response to those needs which the student believes to have arisen, or which the instructor perceives to have arisen during the student's prior musical career. The resulting focus may be integrative studies in the discipline as a preparation for graduate work, or special topics in music, especially those of an interarts nature. Evaluation will be based on oral reports, participation in critiques thereof and evidence of progress. Prerequisite: Normally four semester courses in music; specially qualified sophomores with permission of the instructor. Mr. Hartwell.

Music 199 · Independent Study. Staff.

Music 299 · Independent Study. Staff.

Music 399 · Independent Study. Staff.

Music 499 · Independent Study. Staff.

Music 500 · Senior Project. Staff.

WRITING

Writing 101/101S · Introduction to Writing. An introduction to the fundamental problems of prose, fiction and poetry, designed for writers who have not participated in a workshop, or who have not had their work exposed to technical criticism. Members gain experience with such elements as characterization, setting, point of view, pace, rhythm, tone, mood and imagery. Enrollment is limited to 16 students per section. This number relates to methodology, that is, since each student submits one piece of writing per week, the instructor may give the amount of attention that her work requires only if no more than 16 are involved in each section. Since the workshops exist to help people begin to cultivate their creative writing skills, sophomores and then freshmen receive preference. This enables students who wish to enter advanced workshops or to concentrate in creative writing to arrange their schedules in subsequent semesters. After sophomore and freshmen requests are met, seniors have preference over juniors. Thus, students who wish the experience of a creative writing workshop may have it before they graduate. Preference, then, is in this order: sophomores, freshmen, seniors, juniors. Evaluation is based on the quality of work and of par-

ticipation in workshop discussions. Mr. Rosenfeld and Miss Saltonstall.

Writing 201/201S · Poetry Workshop. A poetry workshop for writers whose work and purpose have developed sufficiently to warrant concentration in poetry. Students determine the direction they wish their work to take. May be repeated for credit at increasingly advanced levels. Enrollment is limited to 16 students. This number relates to methodology, that is, the instructor may give the amount of attention that each student's work requires only if no more than 16 are involved. Prerequisite is permission of the instructor. Students who have successfully completed Writing 101 ordinarily will be admitted to 201. This should not be taken as a guarantee, however. Those who have not completed 101 and wish to be considered for 201 are wise to bring some of their recent poetry to the instructor during preregistration. Incoming freshmen who feel qualified will have time to show their work to the instructor after they have arrived on campus. Evaluation is based on the quality of work and of participation in workshop discussions. Miss Saltonstall.

Writing 204S · Prose Fiction Workshop. A prose workshop for writers whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students are free to write in short story, novella or novel forms. May be repeated for credit at increasingly advanced levels. Enrollment is limited to 16 students. This number relates to methodology, that is, the instructor may give the amount of attention that each student's work requires if no more than 16 are involved. Mr. Rosenfeld.

Writing 205 · Playwriting Workshop. A playwriting workshop for writers whose work and purpose have developed sufficiently to warrant concentration in playwriting. In order to test their dramatic validity, students arrange informal stagings of their scripts. May be repeated for credit at increasingly advanced levels. Enrollment is limited to 16 students. This number relates to methodology, that is, the instructor may give the amount of attention that each student's work requires if no more than 16 are involved. Prerequisite is permission of the instructor. Students who have successfully completed Writing 151, a drama workshop, and a course in dramatic literature will have an ad-

vantage but students without that background should not feel the least discouraged about entering the workshop. Evaluation is based on the quality of work and of participation in workshop discussions. Mr. Rosenfeld.

Writing 199 · Independent Study. Staff.

Writing 299 · Independent Study. Staff.

Writing 399 · Independent Study. Staff.

Writing 499 · Independent Study. Staff.

Writing 500 · Senior Project. Staff

CURRICULAR-RELATED PROGRAMS

During the academic year, Kirkland sponsors a number of professionally-guided programs in the arts complementing certain work in the regular curriculum.

Students planning to participate in any of these programs should consider it a substantive undertaking. Announcements concerning the current schedule of instruction are made at the beginning of the year.

Piano and Harpsichord: Instruction by Albert Bowen.

Writing for Children: A limited number of independent studies are open to students interested in this area. Advising by Natalie Babbitt, Smith College, B.A., who has published seven books. Her awards include Honor Book in spring, 1971; "Book World" Children's Festival; and runner-up for Newberry Medal.

Voice: Instruction by Neva Pilgrim.

Choir: Instruction by Lee Spear, Director of Choral Activities at Kirkland and Hamilton Colleges, and Assistant Professor of Music.

HUMANITIES DIVISION

Course Offerings

Art History 101, 102S · Survey of the History of Western Art. Fall semester: Pre-historic art to the Late Middle Ages. Spring semester: The Renaissance to the end of the nineteenth century.

Emphasis during the fall semester will be on the development of the classical style and the nature of its survival and influence in the Christian Middle Ages. During the spring semester, the Renaissance as style and concept, and the decline of the classical tradition in the nineteenth century will be emphasized. The aim of the course is not only to familiarize students with the major works of western art, but to introduce them to an art-historical approach and methodology. Students wishing to take 102 separately must have permission of the instructor. Open enrollment. Mr. Lieberman.

Art History 131, 132S · The Art of Classical Antiquity. The course is designed as a full-year study of Antique art, the first semester dealing with Greek art, the second with Roman. During the first semester, the principal consideration will be the creation and refinement of the classical style, and then its Hellenistic elaboration. In the second semester, the Roman modifications of Greek style and the development of Imperial Art will be traced. The end of the course will be taken up with a study of the dissolution of the classical style in the late antique period. Students wishing to enter the course midyear may do so with the consent of the instructor. Mr. Lieberman. (Not offered 1973–74.)

Art History 201 · Twentieth Century Painting. The style of the twentieth century will be approached not only by tracing the origins and development of the various "isms" (Fauvism, Cubism, Expressionism, Dadaism, Surrealism, Abstract Expressionism), but also with the idea of understanding them in terms of the twentieth-century search for forms. Considerable attention will be devoted to the question of history vs. criticism in the study of twentieth century art. Mr. Lieberman. (Not offered 1973–74.)

Art History 212S · The Renaissance in the North. The emphasis will be on painting in the Netherlands, France and Germany, beginning with the International Gothic style in the late fourteenth century, and following the development of the Northern style through the work of Jan van Eyck, Rogier van der Weyden and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Bruegel and the school of Fontainebleau in the sixteenth century. Mr. Lieberman. (Not offered 1973–74.)

Art History 215 · Italian Sculpture 1250–1490. The course will trace the stylistic development of sculpture in Italy from the early work of Nicola Pisano to the early work of Michelangelo; that is, through its Gothic and early Renaissance phases. The main emphasis will be on the work of Nicola, Giovanni, Andrea Pisano, Brunelleschi, Ghiberti and Donatello. Mr. Lieberman.

Art History 222 · Romanesque and Gothic Architecture. The main problems to be considered are the evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as style will be analyzed, and models of basic structural forms will be built. Mr. Lieberman.

Art History 241 · Twelve Buildings . The course is intended as an introduction to the history of architecture through consideration of twelve buildings: the Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Foy at Conques, Chartres Cathedral, Brunelleschi's Ospedale degli Innocenti, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. Mr. Lieberman. (Not offered 1973–74.)

Art History 261 · American Painting I. The history of painting in America from the earliest colonial examples to the first World War will be outlined. The relationship of American and European painting will be considered in some detail, as well as the problem of the view of American painting as either distinctive or derivative. Preference in registration will be given to American Studies concentrators and students with at least one course in European art. Mr. Lieberman. (Not offered 1973–74.)

Art History 262S · American Painting II. A continuation of Art History 261 which is not, however, a prerequisite. The course will trace the history of painting in the United States from the first great American exposure to European "modernism" at the Armory Show in 1913 to the present. The "regionalism" of Benton, Curry and Wood will be studied as well as more "international" movements such as Synchronism, Action Painting and Pop Art. Mr. Lieberman. (Not offered 1973–74.)

Art History 302S. See Humanities 302.

Art History 304S · Michelangelo. A detailed survey of Michelangelo's works as architect, painter and sculptor. Enrollment is limited to students who have had at least two semesters of art history. Mr. Lieberman.

Art History 199 · Independent Study. Staff.

Art History 299 · Independent Study. Staff

Art History 399 · Independent Study. Staff.

Art History 499 · Independent Study. Staff.

Art History 500 · Senior Project. Staff.

English 101, 102S · Communication. For students who wish to improve their writing skills and reading comprehension. Group instruction and work with individual students on a tutorial basis. Assignments will be designed to meet the student's particular needs and interests. Students wishing to register for this course Should first consult the instructor. Instructor will be announced.

English 201/201S · Expository Prose. This course will begin with a consideration of the nature and functions of language and of the relationship between language and thought. From there it will move in whatever directions seem most helpful to the class for the writing of expository prose, including some attention to the handling of source materials. It should be noted that this is not a course in the writing of poetry, fiction or drama. Admission by consent of the instructor. Mr. Jamison.

HEBREW

Hebrew 111 · Introductory Hebrew. First semester. Fundamentals of grammar, acquisition of vocabulary, brief compositions, reading of simple texts and conversation. All students will be expected to pursue additional hours of laboratory drill and exercise without additional credit. Mr. Lasker.

Hebrew 112S · Introductory Hebrew. Second Semester. Prerequisite: Hebrew 111 or equivalent by permission of the instructor. Continued work in grammar, vocabulary, composition, conversation and the reading of texts. Mr. Lasker.

Hebrew 213, 214S · Intermediate Hebrew. Prerequisite: Introductory Hebrew or its equivalent. Mr. Lasker. (Offered 1974–75.)

History 101 · History: Some of Its Epistemological Assumptions. This course is designed to acquaint the student with the complexity and richness of historical study. A single major work will be investigated in depth in order to illustrate the nature of an historiographic problem, the sociological and psychological influences which affect historical writing, and some of the various methods, theories and philosophies of history. Mr. Marcy.

History 102S · Introduction to Contemporary History. This course focuses on the problems facing the historian who attempts to comprehend modern society with its changing structure and expression. Students will concentrate on approaches to historical evidence (e.g., newspapers, memoirs and fiction), the nature of modern historiography and the relationship of history to the social sciences and humanities. (It should be understood that this course does not provide a survey of recent times: students should not take both History 101 and 102 without special permission.) Mr. Townsend. (Not offered 1973–74.)

History 111 · Early Modern Europe. Designed especially for students with no background in European history, the course deals with the rise of Modern Europe from the end of the Middle Ages to the middle of the seventeenth century. Readings include both primary documents and major works of historical interpretation. Mr. Miller.

History 116S · Utopias As Social Criticism. An historical view focusing on analysis of utopian thought and literature, recognizing that utopists have made positive and negative statements about the society in which they lived. Extensive readings from selected utopias will be correlated with background material describing the contemporary context. Examples: Plato, More, Bacon, Wells, Swift, St. Simon, Orwell, Huxley, Skinner, Vonnegut and certain examples of "utopian" architecture in the twentieth century. Mr. Townsend.

History 164S · Introduction to Medieval Society. A thematic survey of European culture and politics from the seventh through fifteenth centuries, with emphasis on the development of rela-

tively uniform religious, social and political structures and attitudes. Exemplary topics: feudalism as a method of government, conflicts over the secular role of the church, and artistic themes as reflective of certain cultural issues. Mr. Townsend.

History 211, 212S · Medieval Revival. European society during the height of medieval civilization. Fall semester — the concrete signs of social invigoration: economic revolution and social change, political stabilization and expansion, and the social and political effects of ecclesiastical reform. Spring semester — the emphasis will be on the intellectual or cultural side of this revival: the change in education as seen in the cathedral schools and universities, the literary and philosophical trends of the "Twelfth-Century Renaissance," and the significance of Gothic architecture. Entire year or either semester. Students wishing to take 212 separately must have permission of the instructor. Mr. Townsend. (Not offered 1973–74.)

History 215 · Renaissance Europe. A survey of the economic, political and intellectual nature of the Renaissance beginning in fourteenth-century Italy and moving on to Northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of Humanism. Open enrollment. Mr. Townsend.

History 216S · The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin and the Catholic Reformation. Mr. Miller.

History 219 · The Rise of France. A history of France from the Middle Ages to the eighteenth century, focusing on the roles of the monarchy and of religious and political conflicts in shaping French culture and nationality. Special emphasis on the internal crises in the period 1420–1660 and on the political and intellectual nature of eighteenth-century France. Open enrollment. Mr. Townsend.

History 221 · Tudor/Stuart England. A survey of the political and religious history of England from 1485 to 1714 with some attention given to intellectual and social-economic changes. The course includes lectures and discussion. It is designed to be of

interest to those whose principal study is literature as well as history. Open enrollment. Mr. Marcy.

History 222S · Modern Britain. Survey of the political and imperial history of Britain from 1714 to 1950, with special attention given to economic-social conditions. Open enrollment. Mr. Marcy.

History 231, 232S · American Cultural and Intellectual History. A survey of the relationship between ideas and their cultural settings in American history. The course seeks to involve students in an examination of the ways in which Americans have used intellect — in the broadest sense — to cope with threats, challenges and promises of a rapidly changing culture. Some familiarity with American political and economic history is strongly recommended. Two lectures and one discussion group. Evaluation will be based on class participation and on student-designed written work. A two semester survey: 231 covers colonial times to the Civil War; 232 covers from the Civil War to the present. Preference in registration will be given to sophomores and juniors, and then to others. Students wishing to take 232 separately must have permission of the instructor. Enrollment limited to 40. Mr. Locke.

History 246S · The Intellectual History of Modern Europe. An examination of some of the major trends in the intellectual history of Europe. Through analysis of selected primary documents and major works of historical interpretation, the course will survey the Enlightenment, Romanticism, Marxism, Socialism and other significant ideas in the Western tradition. Mr. Miller.

History 265 · The Rise of Germany. A history of Germany from the Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1919. Mr. Miller. (Not offered 1973–74.)

History 271 · The Evolution of Christian Thought. The development of Christian doctrines and ideas from the founding of the church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. Mr. Miller.

History 301 · Social and Economic Change in Britain, 1688–1850. This seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demography, entrepreneurial skills, commerce and technology, agriculture and the social consequences of the great changes in these areas. Mr. Marcy.

History 311 · Courtly Love and Women in Medieval Europe. An examination of the causal and parallel interrelationships between two topics: the tradition of courtly love and the changing status of women in the political structure, popular religion and artistic expression of the period from about 1100 into the sixteenth century. Prerequisites: two semesters of History and/or Literature and/or Art History. Proficiency in French, German or Latin desirable but not required. Mr. Townsend.

History 324S · Up Against the Wall: the Witch Hunt in America. Case studies of incidents in American history during which real or perceived threats evoked organized responses that verged on or did contravene accepted guarantees of process and judgment. Case studies may include: Salem witch trials, the Bavarian Illuminati, anti-Masonry and anti-Catholicism, the Haymarket affair and anarchism, immigration restrictions, the Red scare and the McCarthy phenomenon. Written work will include both short pieces and a longer investigation. Open to juniors and seniors with a background in American history, and to others with permission of the instructor. Mr. Locke. (Not offered 1973–74.)

History 331 · Problems in Nineteenth Century America: Industrialism. The seminar will examine changes provoked in this country by rapid industrialization in the period following the Civil War. Attention will focus on ways by which newly defined groups struggled for new powers, and on the social, intellectual and political transformations born in those struggles. The seminar is intended primarily for students who have done prior work in American history. Enrollment limited to 15. Mr. Locke.

History 334S · The Progressive Perplex. An analytic exploration of the period between 1890 and 1914, which one historian calls "the end of American innocence." Broad aims of the course will be to familiarize students with problems of historical materials

and historiography relevant to the period. An intensive seminar, designed primarily for students with some background in American history. Enrollment limited to 15. Mr. Locke.

History 335 · The American As Reformer. A group study of several Americans (with some emphasis on women) who had in common a critical unwillingness to accept cultural values, roles and assumptions of their times. The course will blend biography and social history in order to consider several related problems: the making of reform sensibility, the difference between meliorative or fundamental change, the importance of role and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with consent of the instructor. Mr. Locke. (Not offered 1973–74.)

History 336S · The Victorians. The course will examine some of the major ideas and concepts which helped shape the Victorian mind as well as investigate the social setting in which these ideas developed. Mr. Marcy.

History 346 · Studies in Church History and Historical Theology. A seminar dealing with a different topic in the history of the Christian church each year. Discussion of extensive common reading and reports on student's research and reflection. The topic for 1973: Christian Monasticism; for 1974 (tentative): Dietrich Bonhoeffer and the church under Hitler. Preparation in Biblical studies or historical theology is required. Mr. Miller.

History 350S · Studies in Medieval and Renaissance Europe. Each year this seminar will focus on some aspect of early European society from an interdisciplinary perspective. In 1973, the seminar will analyze the changing role of the town as a religious, administrative and commercial center. Comparison of the form and architecture of the medieval and Renaissance town with Roman and modern cities will serve to emphasize the differences and to clarify similarities. Previous work in urban studies or in the history of architecture is desirable. Tentative topics for 1974: Empire and Papacy in the Middle Ages and the Renaissance or Humanism in the Twelfth and Fifteenth Centuries. Mr. Townsend.

History 380S · Ideas of History. The course, a study in the Phi-

losophy of History, will explore the problems of historical understanding, explanation, objectivity, causation and determinism through examination of some of the major nineteenth and twentieth century philosophers of history. Mr. Marcy.

History 199 · Independent Study. Staff.

History 299 · Independent Study. Staff.

History 399 · Independent Study. Staff.

History 499 · Independent Study. Staff

History 500 · Senior Project. Staff.

HUMANITIES

Humanities 101 · Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to concentrate in Philosophy: the nature of the self, death and existential ideas of choice and freedom. For freshmen and sophomores, except by permission. Mrs. Morris.

Humanities 116S · The Search for Community. Reading and discussion of utopian literature and social criticism, with special attention to the critical appraisal of various life styles and "alternative futures." Mr. Roelofs. (Not offered 1973–74.)

Humanities 223 · Death. Philosophical investigation of problems related to death and dying, including analysis of the concept of death, the morality of capital punishment, suicide, euthanasia and abortion, the personal significance of "I will die," and the question of immortality. Enrollment limited to 15. Mr. Roelofs. (Not offered 1973–74.)

Humanities 266S · Nineteenth Century Germany: The History and Literature. A study of the rise of modern Germany and of German literature from the Enlightenment to World War I, the era(s) of Frederick the Great, Goethe, Heine, Bismarck, Nietzsche and Mann. This two-credit course will focus on possible connections between historical development and imaginative expression, but full attention will also be given to each discipline

in its own terms. One credit may be counted towards a concentration in literature, and one towards a concentration in history. Enrollment limited to twenty students, each of whom should sign up for no more than two other courses. Mrs. Colby and Mr. Miller.

Humanities 302S · Painting and Poetry of the Nineteenth Century. An analysis of the relationship between literature, painting and the decorative arts during the nineteenth century, primarily in England. Among the subjects and figures to be considered will be Wordsworth, Constable, Keats, Turner, the Pre-Raphaelite Brotherhood, William Morris and the crafts movement, Swinburne, Ruskin, Pater, Huysmans, Wilde, Beardsley and *art nouveau*. Prerequisites: Two semesters in one of the disciplines, one in the other. This course will count toward a concentration in either Literature or Art History. Mr. Bahlke and Mr. Lieberman.

Humanities 199 · Independent Study. Staff.

Humanities 299 · Independent Study. Staff.

Humanities 399 · Independent Study. Staff.

Humanities 499 · Independent Study. Staff.

Humanities 500 · Senior Project. Staff.

JEWISH STUDIES

Jewish Studies 131 · History of the Jewish People: Biblical Times to the Expulsion from Spain. A broad survey of major trends in Jewish history from the beginnings of the Jewish People to the medieval period. Basic problems of Jewish historiography. Social, cultural, political and economic history. Mr. Lasker.

Jewish Studies 132S · History of the Jewish People: the Expulsion from Spain to the Present. A continuation of Jewish Studies 131. Examination of background of the Jewish situation in the modern period. Zionism, the Holocaust and the State of Israel. Jews in America. Mr. Lasker.

Jewish Studies 136S · History of the Jews in the Modern World. Mr. Lasker. (Offered 1974–75.)

Jewish Studies 201 · Introduction to Rabbinic Literature. Mr. Lasker. (Offered 1974–75.)

Jewish Studies 211 · Introduction to the Jewish Religion. An examination of the Jewish religion as currently practiced. Major ideas, concepts, practices and institutions of Judaism. Modern denominalization and secularization. Mr. Lasker.

Jewish Studies 256S · Introduction to Medieval Jewish Philosophy. An examination of three major medieval Jewish philosophers: Saadiah, Judah Ha-Levi, and Maimonides. Basic problems and trends. Relation to Islamic and Christian philosophy. Prerequisite: Introductory philosophy course. Mr. Lasker.

Jewish Studies 288S · Modern Jewish Thought. Mr. Lasker. (Offered 1974–75.)

Jewish Studies 301 · Jewish-Christian Intellectual Relations. Mr. Lasker. (Offered 1974–75.)

Jewish Studies 199 · Independent Study. Staff.

Jewish Studies 299 · Independent Study. Staff.

Jewish Studies 399 · Independent Study. Staff.

Jewish Studies 499 · Independent Study. Staff.

LANGUAGE

Language 100 · Critical Languages. Several non-western and western languages may be studied independently under the Critical Languages Program, with emphasis on oral proficiency rather than reading comprehension. Students work with taped materials, meet regularly with native speakers in oral practice sessions, and are examined by a specialist at the end of each term. Languages offered for 1973-74 are Chinese, Modern Greek (beginning level only), Hebrew, Hindi, Italian, Japanese and Welsh (advanced level only). Students should consult with the director of the program before registering. Mrs. Miller.

LITERATURE

Literature 101 · Reading Poetry. An examination of the many formalizing devices used by poets to *make* their poems *say* what they want them to mean. This will entail a brief study of the English language itself, of metaphor and taxonomic violations of syntax, of meter and strophic and stichic forms, and finally of selected historical conventions and traditions. Its emphasis throughout, however, will be on the thorough and careful reading of particular poems. Mr. Hoffa.

Literature 104S · The Brontes. Readings and discussion of a selection of the works of Anne, Emily and Charlotte Bronte, including juvenila, novels and some poetry. The works will be considered in various contexts: as a reflection of the era in which they were written, as inner biographies of the authors, as an expression of characteristic concerns and conflicts of creative women and as formal structures. Mrs. Colby.

Literature 105 · Twentieth Century Fiction. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the figures to be discussed will be Joyce, Lawrence, Forster, Evelyn Waugh, Faulkner, Flannery O'Connor and Muriel Spark. Mr. Bahlke.

Literature 107 · The Dark Lady: Images of Minority Groups in American Literature. A study of the stereotypes which certain writers construct, perhaps in order to deal with anxiety about minority groups. The white Anglo-Saxon male often uses the metaphor of the "Dark Lady" to suggest the group which evokes feelings of hostility as well as guilt. About half of the course will be devoted to the conventions for depicting the American Indian, the Black, the Catholic, the Jew and the homosexual. The second half of the course will examine the more complicated metaphors of hostility used to present woman, the most troublesome "minority group" of literature. Mrs. Johnson.

Literature 116S · American Literature of the 1930's. A survey of writing between the 1929 stock market crash and the bombing of Pearl Harbor in 1941. The course will explore a wide range of novels, plays, essays, and stories. Such authors as Dos Passos,

Farrell, Wright, Wolfe, Hemingway, Faulkner, Roth, Steinbeck and Odets will be read to establish the style, mood and conscience of the decade. Mr. Hoffa.

Literature 117 · Americans in Paris: The Lost Generation and Other Expatriates in the 1920's. Readings from Gertrude Stein, Pound, e. e. cummings, Hemingway, and Fitzgerald. The course will explore the relationship of their work to the development of the "little mags" which published these writers. Comparisons with experimental artists in other fields (photographer Man Ray and the Dadaists) and with the British expatriate writers. Mrs. Johnson.

Literature 121, 122S · Ideas and Forms. Reading and discussion of selected literary documents that have been especially influential in Western culture. Fall semester: selections from the Bible, the *Iliad,* Greek drama (tragedy and comedy), selected dialogues of Plato regarding the life and death of Socrates, and Dante's *Inferno.* Spring semester: *Hamlet, Don Quixote, Paradise Lost,* and *Gulliver's Travels* and/or *Candide.* Mr. Jamison.

Literature 142S · Studies in Fiction. This course will explore different techniques used for controlling prose fiction. The reading list will include samples of short fiction by Hawthorne, James, Conrad, Hemingway, Proust and Beckett. Five novels will be read. The more conventional elements of characterization and structure will be examined in *Emma* and *The Mayor of Casterbridge;* the techniques of the non-linear novel and point-of-view fiction will be seen in *The Good Soldier* and *The Sound and the Fury;* and the devices of parody and fabulation in Nabokov's *Pale Fire.* Mrs. Johnson.

Literature 143 · Joseph Conrad. A study of the major novels. Mr. Stabenau. (Offered 1974–75.)

Literature 144S · Reading of Poetic Texts. This course will introduce different conventions in poetry from the Elizabethans to the present day. The method will be that of close textual analysis. Meter, figurative language and stanzaic form will be examined to determine how they control meaning. From the earlier period there will be poems by Shakespeare, Donne, Pope, and Keats. Poems from the modern era will be analyzed to determine

how they break or modify the conventions of the past. Readings from Yeats, Pound, Eliot and Williams. Mrs. Johnson.

Literature 204S · The American Adam and Eve. Innocence and experience in nineteenth century American literature. The establishment and growth of the United States seemed to be the beginning of a new order of things in politics and economics. A persistent image or situation in much nineteenth-century writing is that of the individual, free of the past and of civilization, confronting the world anew. This course will study a number of versions of that confrontation. Works will be selected from the writings of Cooper, Emerson, Thoreau, Hawthorne, Melville, Whitman and others. Mr. Stabenau.

Literature 206S · 20th Century Italian Literature. A selection of prose, drama, and poetry in English translation. Readings will include Pirandello's *Six Characters,* Svevo's *Confessions of Zeno,* Bassani's *The Garden of the Finzi-Contini,* and a selection of lyrics by Ungaretti and Quasimodo. Mr. Lipmann. (Not offered 1973–74.)

Literature 207 · Dante, Boccaccio, and Petrarch. Readings will include *The Divine Comedy, The New Life,* selected tales from the *Decameron,* Petrarch's sonnets and a selection of poetry by his followers in the fifteenth and sixteenth centuries. Mr. Lipmann.

Literature 208S · Tragedy. A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello, O'Neill and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. Mrs. Colby. (Not offered 1973–74.)

Literature 210/210S · Introduction to English Literature. (Same as Hamilton English 21 for both Kirkland and Hamilton students.) Study and analysis of selected works of major authors from the beginnings to 1800. Readings to include *Beowulf* and works by Chaucer, Marlowe, Shakespeare, Donne, Milton, Pope and Swift. Mrs. Johnson (Fall), Mr. Hoffa (Spring).

Literature 211 · Introduction to Literature. This course is de-

signed to acquaint the student with the broad outline of the development of European literature by means of a selection of characteristic non-fiction, lyric, epic and dramatic works from the Middle Ages through the eighteenth century. Readings will be drawn from such writers as Dante, Wolfram von Eschenbach, Petrarch, Erasmus, Marlowe, Donne, Racine, Rousseau and Goethe. Mr. Stabenau.

Literature 213, 214S · Modern Drama. An attempt to explore the possibilities and limitations of drama as a twentieth century genre. Special emphasis upon works by Ibsen, Strindberg, Chekhov, Pirandello, Brecht, Sartre, Camus, Beckett, Ionesco, Albee and Pinter. Either semester may be taken separately for credit. Mrs. Colby. (Offered 1974–75.)

Literature 215, 216S · National Dramas of the Renaissance. Mr. Lipmann. (Not offered 1973–74.)

Literature 217, 218S · Introduction to Renaissance Literature. A study of major Continental and English authors, including Petrarch, Erasmus, Castiglione, Rabelais, More, Montaigne, Cellini, Marlowe, Spenser, Cervantes and Shakespeare. The first semester is largely devoted to Humanism, the second to the works of the Reformation and later Renaissance. It is strongly suggested that the course be taken as a sequence. Mr. Lipmann.

Literature 221 · Wordsworth and Blake. A study of the visionary imagination. Mr. Stabenau. (Offered 1974–75.)

Literature 222S · Introduction to the Literature of the Spanish Golden Age. A survey of drama, prose and poetry of the sixteenth and seventeenth centuries; wherever possible, works will be read in their entirety. Readings will include the dramas of Lope de Vega, Calderon and Tirson de Molina; prose works by Fernando de Rojas and Cervantes; and the poetry of the Spanish Mystics, especially St. John of the Cross and St. Teresa of Avila. All works will be read in translation. Mr. Lipmann. (Offered 1974–75.)

Literature 224S · Literature of the Spanish Civil War. An exploration of the literary response to the Spanish Civil War (1936–1939). Much of the literature is dependent upon a knowledge of the political and social background; some readings, therefore,

will deal with the course of the war in Spain and the relations of literature to politics throughout the era in Europe. But the main focus will be on the literature: fiction by Hemingway and Malraux, memoirs by Koestler, Orwell and Kazantzakis; drama by Arrabal; and a wide selection of poetry. There will be some attention to films and to Picasso's painting, *Guernica*. Mrs. Johnson. (Offered 1974–75.)

Literature 228S · Amerindian Literature. A study of selected legends, rituals, songs, tales, poems, myth-cycles and retrospective narratives of the North American Indian. Emphasis will be placed on images and symbols which reveal the Indian "world-view," as well as on images of the Indian in the Europeanized American mind. Preparation in Anthropology 341 is strongly recommended, though not an official prerequisite. Mr. Hoffa. (Not offered 1973–74.)

Literature 232S · Early American Literature. An examination of the relations between general culture and literary culture in America prior to 1840. Readings will include much material not generally considered "literary," such as diaries, journals, letters and polemical essays, as well as poetry and fiction based on social and aesthetic values out of vogue today. Writers studied will include William Bradford, Samuel Sewall, Edward Taylor, Jonathan Edwards, Benjamin Franklin, Philip Freneau, the "Connecticut Wits," Hugh Henry Brackenridge, Charles Brockden Brown, Washington Irving and James Fenimore Cooper. Previous work in Literature and American History will be of help. Mr. Hoffa. (Offered 1974–75.)

Literature 235 · American Humor. A survey of selected examples of humorous writing in America from the late eighteenth century to the present, with primary emphasis on the development of certain "native" traditions such as "Yankee" humor, "Frontier" humor, platform, newspaper and local color humor, and the effect of these comic traditions on later writers. Throughout, attention will be paid to the theories and principles of comedy. Writers studied will include Irving, Brackenridge, Harte, Twain, Ade, Bierce, Lardner, Faulkner, Thurber and Barth. Students will be asked to keep a journal and to submit at

least two short essays. Limited to 30 students. Mr. Hoffa. (Offered 1974–75.)

Literature 237 · Walt Whitman and Emily Dickinson: Open and Closed Form in American Poetry. A study of the corpus of the poetry of both Whitman and Dickinson, with regard to the traditions which can be said to have their beginnings therein, for the larger purpose of discussing the aesthetic possibilities of both open and closed poetic forms. Other poets, such as Robinson, Frost, Sandburg, Lindsay, Williams, Moore, Jeffers and Ginsburg will be considered. Mr. Hoffa. (Offered 1974–75.)

Literature 244S · English Poetry of the Renaissance and the Twentieth Century. The course will begin with a consideration of the problems involved in the analysis of poetry. Aspects of poetry, such as imagery, metaphor, diction, tone of voice, meter and structure, will be isolated while their function in individual poems will be discussed thoroughly. The models for this part of the course will be drawn largely from sixteenth-century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English Renaissance and the twentieth century which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, Eliot and Dylan Thomas. Mr. Bahlke.

Literature 301 · Seminar: James Joyce. A study of the development and shifting emphases of Joyce's art through close reading and discussion of *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and selected passages from *Finnegans Wake*. The greater part of the course will be given to *Ulysses*. Enrollment limited to 15. Mr. Bahlke.

Literature 303 · Modern Poetry. A detailed consideration of three major poets, W. B. Yeats, T. S. Eliot and W. H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. Limited to 30. Mr. Bahlke. (Offered 1974–75.)

Literature 304S · Modern Poetry. A careful consideration of

ideas and techniques in selected poems by modern British and American poets from G. M. Hopkins to Ted Hughes. Among the figures to be read will be Sitwell, Thomas, Gunn, Frost, Stevens, cummings, Roethke, Lowell and Wilbur. May be taken separately from Literature 303. Mr. Bahlke. (Offered 1974–75.)

Literature 305 · Seminar: The Novels of E. M. Forster and D. H. Lawrence. The course will explore the fusion of social and visionary modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's "Italian" novels *(Where Angels Fear to Tread, A Room with a View)* will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel*. Lawrence's theoretical writing will constitute background for a reading of *Sons and Lovers* and *The Rainbow*. Forster's *A Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth-century literature. Limited to 15. Mr. Bahlke. (Offered 1974–75.)

Literature 306S · The Disinherited Mind. European literature, 1900–1939. This course will study a selection of writers who in various ways felt alienated from the bourgeois civilization of their time. Some were led to develop radically new styles and forms in order to express new modes of consciousness. The reading will include works by Rilke, Benn, Kafka, Apollinaire, Breton, Gide, Eliot, Pound and Edith Sitwell. Mr. Stabenau.

Literature 308S · Studies in European Epic. A reading of three major secondary epics — Virgil's *Aeneid*, Tasso's *Jerusalem Delivered* and Milton's *Paradise Lost*—prefaced by the *Iliad*. Problems of genre and literary history will be dealt with explicitly. Mr. Lipmann.

Literature 309 · George Eliot and Thomas Hardy. Close readings and discussion of *The Mill on the Floss, Silas Marner* and *Middlemarch;* and Hardy's *Far from the Madding Crowd, The Return of the Native, The Mayor of Casterbridge, Tess of the d'Urbervilles* and *Jude the Obscure*. The main goal of the course is to explore the artistic merits of each novel. However, the fiction of George Eliot will be related to her earlier intellectual achievements as editor and translator while Hardy's career as a poet will

be compared to his accomplishment as a novelist. Mrs. Johnson. (Not offered 1973–74.)

Literature 310 · Fantasy, Farce, and Fabulation: Nabokov, Barth, Grass, Pynchon, Borges. Mrs. Johnson. (Not offered 1973–74.)

Literature 311 · Realism. An exploration of this frequently used concept of criticism in particular relation to the nineteenth century and to a selection of British and Continental novels often associated with it. Major works by some of the following writers will be read and discussed: Stendhal, Austen, Flaubert, Dickens, George Eliot, Thackeray, Trollope, Turgeniev, Tolstoi, Dostoevski. Mrs. Colby.

Literature 312S · Realism. Through a reading of selected major novels from European, British and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of the depiction of reality. The figures to be read will include Henry James, Conrad, Joyce, Gide, Kafka, Camus, Mann and Faulkner. Mr. Bahlke.

Literature 313 · The 1840's. An exploration of a decade through a chronological examination of literature, art and music, with special attention to the response of the artist to the culture of the age. Materials will be drawn from the works of Browning, Carlyle, Dickens, Tennyson, Thackeray, Ingre, Delacroix, Turner, Schumann, Wagner and others. Mr. Jamison.

Literature 316S · Bloomsbury and Its Enemies. A study of the circle of writers, painters and intellectuals prominent in London after World War I. We will read works from the following writers: novels by Virginia Woolf, E. M. Forster and David Garnett; biographical studies by Lytton Strachey; memoirs by Leonard Woolf (political theorist and literary critic) and John Maynard Keynes (economist); art criticism by Clive Bell and Roger Fry. Some attention will be given to the painters Duncan Grant, Vanessa Bell and Carrington. The "enemies of Bloomsbury" will be represented by three novels, ranging from gentle parody to satire, by Aldous Huxley, D. H. Lawrence and Wyndham Lewis. Mrs. Johnson.

Literature 321, 322S · Shakespeare. A reading of Shakespeare's

plays and poetry in conjunction with a variety of works that will provide thematic, generic and historical contexts (e.g., Virgil's *Aeneid* with the history plays; selections from Montaigne with the tragedies; Erasmus' *The Praise of Folly* with the romantic comedies; extracts from the literature of romance with the last lays). Though not a requirement, some familiarity with Shakespeare will be a great help in the course. Mr. Lipmann.

Literature 327, 328S · Romanticism. An attempt to come to an understanding of Romanticism as an esthetic, religious, philosophical and psychological phenomenon. Continental, British and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe and Hawthorne. Students wishing to take 328 separately must have the permission of the instructor. Mrs. Colby. (Offered 1974–75.)

Literature 331, 332S · Neoclassicism, Enlightenment, and Sensibility. A study of European literature of the seventeenth and eighteenth centuries in the context of intellectual history. Although certain philosophical, religious, and political ideas will be examined by themselves, emphasis will be on the peculiar form and function of literature as an expression of or response to the intellectual issues of the time. Fall semester, the seventeenth and early eighteenth centuries. Readings will be organized around such topics as the conflict of faith and secular rationalism, the "geometric spirit" in philosophy and literary form, the idea of order in nature, the battle of reason and enthusiasm, the individual and the social order, and the idea of natural law and universal values. Authors to be read will include Corneille, Nacine, Hobbes, Locke, Dryden, Congreve, Descartes, Boileau, Bunyan, Swift, Pope and Montesquieu. Spring semester, the later eighteenth century. Readings will be organized around such topics as the development of a new sense of personality, the conflict between individual and society, the relationship of reason and feeling in thought and conduct, the fantasy of primitivism, faith in the progress of enlightenment, and the development of a new sense of the historicity of man. Authors to be read will include Richardson, Fielding, Sterne, Lessing, Schiller, Goethe, D'Alembert, Diderot and Rousseau. Mr. Stabenau.

Literature 334S · Henry James and Samuel Clemens. An examination of selected stories and novels of each writer. Some emphasis will be placed upon biography and criticism, in an attempt to understand how and why these two writers, contemporary with each other, developed writing and personal styles so diverse. The situation of the American writer from the "Gilded Age" to the first World War will be discussed. Students are asked to have a good general knowledge of both nineteenth and twentieth-century American literature, and of the art of fiction. Mr. Hoffa.

Literature 335 · Seminar: The Poetry of D. H. Lawrence and Dylan Thomas. The seminar will involve both careful and extensive reading and discussion of these two poets in an attempt to define an aesthetics directed toward the illumination of the salient characteristics of each one's work, and thus the underlying similarities and differences between the two. It is recommended that a student electing this course have had at least one course in poetry previously. Enrollment limited to 15. Mr. Bahlke.

Literature 336S · Ezra Pound and Wallace Stevens. An explication of their major poetry which will involve not only close textual analysis but also consideration of the public roles and private lives of each poet. Students should bring to the course some experience in the close reading of poetry as well as an awareness of English and European literary history. Mr. Hoffa. (Offered 1974–75.)

Literature 342S · Arnold and Shaw. A study of selected representative works of Mathew Arnold including poetry, literary criticism and cultural commentary, followed by a study of selected plays by George Bernard Shaw, especially as those plays reexamine Victorian assumptions expressed by Arnold. Mr. Jamison.

Literature 495 · Senior Seminar: Perspectives in Criticism. An examination of the historical, formalistic, sociocultural, psychological and mythopoeic methods of literary criticism. The course will focus on the writings of a selected number of poets and novelists and on the various critical responses which have been made to their work. The method will be inductive, starting with

particular poems and novels and working toward more comprehensive critical positions. Some aesthetic and literary theory will be read. Probable authors will include Donne, Whitman, Stevens, Austen, Dickens, James, Hawthorne and Faulkner. Mr. Hoffa.

Literature 497 · Senior Seminar: Theory of Literature. A critical examination of the function and value of literature. A number of different theories will be studied, such as that literature has the ability to make true descriptive statements about reality, that its purpose is the inculcation of moral and social values, or that it fulfills non-rational psychic needs. The theories will be examined for their philosophical and psychological assumptions and tested against the reading of particular literary works. Theorists to be studied will include Aristotle, Dr. Johnson, Schiller, Arnold, Carlyle, I. A. Richards, Sartre and Norman Holland. If possible, some attention will also be given to contemporary radical criticism of the teaching of literature. Mr. Stabenau.

Literature 199 · Independent Study. Staff.

Literature 299 · Independent Study. Staff.

Literature 399 · Independent Study. Staff.

Literature 499 · Independent Study. Staff.

Literature 500 · Senior Project. Staff.

Philosophy 102S · Questions and Clarifications. An introduction to philosophical problems and methods. Topics will include the evaluation of arguments, the justification of perceptual claims, the existence of other minds, freedom of the will, and the possibility of moral knowledge. The approach will be analytical rather than historical or existential; considerable stress will be placed on the logical and linguistic techniques characteristic of recent British and American philosophy. Mr. Roelofs. (Not offered 1973–74.)

Philosophy 114S · Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger and others. For freshmen and sophomores, except by permission. Mrs. Morris.

Philosophy 141 · Logical Reasoning. An introduction to deductive and inductive reasoning, beginning with consideration of commonly used informal arguments and moving to a study of more formal theories of valid inference. Special attention will be given to the motivations for developing formal theories of deduction and induction, and to the adequacy of these theories for capturing our intuitive conceptions of logical patterns of reasoning. Miss Laslie.

Philosophy 142S · Philosophy of Science. A philosophical investigation of some questions about the nature of scientific methodology: Are there any patterns which scientific inference and explanation do, or ought to, follow? Is there a logic of discovery? What roles do theories play in science? Readings will be selected primarily from contemporary writing in the philosophy of science; and the course is concerned with evaluation of attempts to characterize the methodology of science in an a-temporal, rather than an historical, manner. Miss Laslie.

Philosophy 208S · Theism and Atheism. Philosophical discussion of the classical proofs of the existence of God, together with several counterproofs. Attention will also be given to recent doubts concerning the meaningfulness of theological discourse. May not be taken for credit by students who have already taken Hamilton Philosophy 41 or Religion 41. Mr. Roelofs. (Not offered 1973–74.)

Philosophy 211 · The Problem of Evil. The problem of evil has been posed as follows: If God is good then He must wish to abolish evil. If He is omnipotent, then He must be able to abolish evil. Evil exists, however. Therefore, God cannot be both perfectly good and omnipotent. Classical and contemporary sources, both theistic and nontheistic, will be used. Mrs. Morris. (Not offered 1973–74.)

Philosophy 214S · Philosophical Foundations of Democracy. Reading and discussion of important classical works, including Locke's *Second Treatise*, Rousseau's *Social Contract*, Mill's *On Liberty*. Particular attention is given to the nature and justification of freedom, the purposes of political affiliation, the function of law and the conditions under which revolution is justified. Mrs. Morris.

Philosophy 217 · American Philosophy. Reading and discussion of several American philosophers, emphasizing those trends and ideas that are most distinctively American. Readings will be selected from such writers as Jonathan Edwards, Josiah Royce, C. S. Pierce, William James, George Santayana and John Dewey. (Not offered 1973–74.)

Philosophy 219 · Value and Obligation. An introduction to the vocabulary of moral philosophy and the forms of moral and evaluative reasoning. Critical comparison of different systems of morality, with special attention to Plato, Aristotle, Mill, Kant and contemporary rule-utilitarians. Mr. Roelofs. (Not offered 1973–74.)

Philosophy 220S · Contemporary Moral Issues. A philosophical investigation of some current controversies regarding individual conduct and public policy. Taking as a starting point the form in which these controversies surface in the mass media, our task will be to attain a more precise understanding of what is at issue, to reconstruct the arguments put forward by the disputants, and to subject these arguments to a searching critique. It will be shown that these arguments themselves raise important theoretical questions to which professional moral philosophers have addressed themselves, often with illuminating results. Mr. Roelofs. (Not offered 1973–74.)

Philosophy 234S · Plato. A study of the major dialogues with special emphasis on *The Republic*. Mrs. Morris. (Not offered 1973–74.)

Philosophy 249 · Kierkegaard and Nietzsche. These 19th century thinkers are considered to be among the most important forerunners of the existentialist movement. Selected basic works will be examined comparatively and critically. Mrs. Morris.

Philosophy 251 · Philosophy of Education. Reading of some influential educational theorists, practitioners and commentators. Critical discussion will be focused on the ways in which educational theories and methods express and reinforce certain value commitments and beliefs about human nature. Enrollment limited to 15 students. Mr. Roelofs. (Not offered 1973–74.)

Philosophy 263 · Knowing and Believing. A critical investiga-

tion of some of the fundamental topics in the theory of knowledge: meaning and verification, necessary and contingent truth, the justification of induction, epistemological order, empirical knowledge of the material world and our knowledge of other minds. Readings will be drawn from both historical and contemporary sources. Miss Laslie.

Philosophy 264S · Language and Meaning. An investigation of some philosophical issues surrounding language and communication: What is the relation between language and thought? Could there be an essentially private language? When is a sentence meaningful, and when do two expressions mean the same? Reading and discussion will focus on attempts in historical and contemporary sources to answer these questions. Prerequisite: one course in Philosophy or permission of instructor. Miss Laslie.

Philosophy 329 · Phenomenology and Existentialism. A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected for the most part from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre and Merleau-Ponty. Prerequisite: one year of History of Philosophy or permission of instructor. Mrs. Morris.

Philosophy 334S · Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness;* one or more of his brief early works will also be discussed. Prerequisite: one year of History of Philosophy or permission of instructor. Mrs. Morris.

Philosophy 335 · Heidegger. A seminar for the student who wishes to understand the more difficult of Heidegger's writings. Most of the semester will be spent on *Being and Time*. Prerequisite: one year of History of Philosophy or permission of the instructor. Mrs. Morris. (Offered 1974–75.)

Philosophy 340S · Continental Rationalism. An intensive study of Descartes, Spinoza and Leibniz. Prerequisite: at least two courses in Philosophy. (Not offered 1973–74.)

Philosophy 341 · British Empiricism. An intensive study of major works by Locke, Berkeley and Hume. Prerequisite: a year of History of Philosophy or permission of instructor. (Not offered 1973–74.)

Philosophy 342S · Kant. Reading and discussion of selected writings of Immanuel Kant, including the full text of the *Critique of Pure Reason,* together with recent commentaries. The course will be conducted as a seminar, each participant being expected to present up to three substantial papers. Prerequisite: a year course in the History of Philosophy. Enrollment limited to ten. Mr. Roelofs. (Not offered 1973–74.)

Philosophy 361 · Inductive Logic. Discussion and evaluation of some contemporary views on the nature and logic of scientific inference, with particular emphasis on the Goodman paradox, and on the frequency, logical and subjective approaches to inductive probability. The course will be conducted as a seminar, with students encouraged to present papers on topics covered in the seminar. Juniors and seniors only, except with permission of instructor. Prerequisite: some facility with symbolic notation as acquired from previous work in formal logic, mathematics, or statistics. Miss Laslie.

Philosophy 362S · Foundations of Mathematics. An introduction to some formal results of taking first order logic as the basis of mathematics. Topics covered will include the completeness of first order logic, recursive functions and computability, Church's Thesis, and Gödel's incompleteness theorems. Special attention will be given to consideration of Gödel's incompleteness theorems upon the limitations of formatilization of number theory. Prerequisite: Symbolic Logic or background in Mathematics. Miss Laslie.

Philosophy 199 · Independent Study. Staff.

Philosophy 299 · Independent Study. Staff.

Philosophy 399 · Independent Study. Staff.

Philosophy 499 · Independent Study. Staff.

Philosophy 500 · Senior Project. Staff.

SCIENCES DIVISION Course Offerings

Botany 101 · Introductory Botany. Survey of the science of botany with special emphasis on the biological principles of the plant kingdom. The lectures and laboratory exercises examine the plant body as a functioning organism at all evolutionary levels of organization in a detailed and comprehensive treatment which serves as much the goals of liberal education as a preparation for advanced work in the discipline. Evaluation is based on written examinations, laboratory performance and several short papers. No prerequisite. Within limits of lab space, open enrollment. New sections may be formed. Mr. Putala.

Botany 102S · Introductory Genetics. An introduction to transmission genetics, the nature and function of genetic material, physiological genetics, developmental genetics, and population genetics as derived from experimental work with microorganisms as well as higher plants and animals. Evaluation will be based on ability to handle material as evidenced by classroom participation and examinations. Enrollment limited to 16. Prerequisites: Biology 11, Botany 101. Mr. Howard.

Botany 111 · Natural History of the Clinton Region. An introduction to the local plants and animals, with emphasis on the plants. The course will be held in the field as much as possible, concentrating on identification of the organisms and their adaptations to their way of life. Student evaluations primarily through field quizzes and contributions to class discussion. No prerequisite, but see the instructor. Class size is limited by the nature of the course to 16. Miss Gilbert.

Botany 161 · Economic Botany. A course designed to acquaint the student with the history, custom and practice of plant utilization in medicine and handcraft, with particular emphasis on vegetable dyes and dyeing. Selected elements of ethnobotany, plant folklore and economic botany will be considered in addition to exercises and demonstrations dealing with the identification of medicinal plants, the natural fibers of plant origin and the techniques of vegetable dyeing. The presentations are programmed for three hours per week with additional workshop assignments scheduled by arrangement. Assignment of a work-

shop project will serve as the chief basis for evaluation and credit in the course. Mr. Putala.

Botany 201 · Morphology of Lower Plants. A study of the fungi, algae, mosses, liverworts and lichens. Morphology and life histories will be stressed with reference to phylogenetic relationships among these organisms. Field collection and identification of representative species will be included. Prerequisite 101. (Offered in alternate years; offered in 1973–74.) Mr. Howard.

Botany 202S · Morphology of Higher Plants. Study of the life history and evolution of the extinct and living vascular plants including comparisons of general structure and reproductive organs. No limit on enrollment. Permission of the instructor. (Offered in alternate years; offered in 1973–74.) Mr. Putala.

Botany 211 · Plant Physiology. The principles of physiology as seen in the higher plants. Both lecture and laboratory sessions, with emphasis on laboratory work to determine the mechanics of life of the green plant. Prerequisite 101. (Not offered in 1973–74.) Miss Gilbert.

Botany 214S · Plant Cultivation. Study of the botanical principles bearing on plant nutrition, development, growth, regulalation, hybridization and ecology as they apply in horticulture. The course critically examines the scientific basis of plant cultivation and evaluates current gardening practices developed from them. Laboratory and field projects as well as term papers form the bases for evaluation. General knowledge of plant biology is helpful but not required. No prerequisite. No enrollment limit. Mr. Putala.

Botany 216S · Oceanography. A study of selected readings in biological and geological oceanography. Biological composition of the oceanic and coastal environments and ecological factors influencing the composition will be covered along with a study of the broad geological aspects of the ocean basins including origin, bottom physiography and sedimentary processes. Evaluations will be based, in large, on class reports and discussion on reading assignments. No prerequisite. Mr. Howard.

Botany 218S · Environmental Biology. An introduction to the principles of plant ecology as they relate to the biogeo-chemical

cycles of freshwater bodies, land and the atmosphere. Class discussion and assignments will be confined to selected readings in environmental science. Prerequisite: permission of the instructor. Mr. Putala.

Botany 234S · Biogeography. A consideration of the worldwide distribution of organisms, emphasizing the higher plants of the North American and African continents. Factors governing the patterns of distribution will be examined in a few lectures, but chiefly through seminar-type reports and discussions. Student evaluations will be based on the reports and contributions to class discussions. No prerequisite. (Offered in alternate years; offered in 1973–74.) Miss Gilbert.

Botany 251 · Marine Biology. A study of the various habitats of the marine ecosystem, i.e., planktonic, benthic, deep-sea, intertidal, and factors responsible for the biological composition of these habitats. Emphasis will be given to energy flow in ecosystem dynamics. The course will be a seminar run with readings and discussion of original literature. One field trip to Cape Cod for examination of coastal habitats, trawling for shallow water fauna, and tour of Woods Hole Oceanographic and research vessels. Prerequisites: Botany 101, 218, Biology 11 or permission of the instructor. Mr. Howard.

Botany 301 · Phycology. Morphology and life histories of representative algal species will be stressed with reference to phylogenetic relationships among these organisms. Field collection and identification will be included. Prerequisite: Botany 111. Enrollment limited to 16. (Offered in alternate years; not offered 1973–74.) Mr. Howard.

Botany 304S · Plant Systematics. A course designed to acquaint the student with the principles of taxonomy of the flowering plants and methods of taxonomic research through a study of the local spring flora. The course consists of lectures, laboratory work and field work. Evaluations are based on the student's work in the laboratory and field. Prerequisite: Botany 101 or permission of the instructor. Miss Gilbert.

Botany 305 · Plant Ecology. An advanced course examining in some detail selected aspects of plant ecology. Lectures and lab-

oratory or field work; the latter portion of the course consisting of a major long-term project carried out by the students individually or in groups. Students are evaluated through contributions to discussions and a written report on the major project. Prerequisite: Botany 101 and 201 or 202 or 304, or permission of the instructor. (Offered in alternate years; offered in 1973–74.) Miss Gilbert.

Botany 306S · Mycology. A survey of the morphology and taxonomy of fungi and a study of significant contemporary advances in fungal research. Evaluations based on class discussion. Prerequisites: Biology 11, Botany 101 or permission of the instructor. (Offered in alternate years; not offered in 1973–74.) Mr. Howard.

Botany 321 · Plant Anatomy. The study of the origin of vegetative and reproductive organs of seed plants, affording a comprehensive historical and developmental survey of plant organogenesis. Lecture and discussion sessions elucidate the major theoretical concepts of organology viewed in the context of the evolution of land plants. The laboratory exercises are conducted on a self-instructing basis and deal with the study and interpretation of slide preparations. Evaluation is based on written examinations as well as seminar discussions assigned for particular topics. No limit on enrollment. Permission of the instructor. (Offered in alternate years; not offered in 1973–74.) Mr. Putala.

Botany 323 · Plant Histology. An introduction to plant microtechnique concerned with laboratory practice in the procedures and methods of microscope-slide preparation including an introduction to plant histochemistry and ultrastructural techniques. Exercises in the use of embedding, microtoming and staining techniques occupy the laboratory; lectures and discussion sessions are concerned with a discussion of the history and principles behind these methods. Evaluation is based largely on the slide collection assembled in laboratory, including a student project using special techniques. Two written examinations are scheduled as well, testing the student's familiarity with concepts developed in lecture. Prerequisite: Botany 101 or equivalent; see the instructor. (Offered in alternate years; offered in 1973–74.) Mr. Putala.

Botany 404S · Ancient Man and the Environment. A seminar course considering some of the effects that man has had on his environment in prehistoric and early historic time. The course may emphasize different times or places depending on the interests of the group and will consist of oral reports and discussions. The evaluations will be based on the quality of reports and contributions to discussion. Prerequisite: at least two courses in Botany or Biology (Anthropology may substitute in part) and permission of the instructor. (Offered in alternate years; not offered in 1973–74.) Miss Gilbert.

Botany 199 · Independent Study. Staff.

Botany 299 · Independent Study. Staff.

Botany 399 · Independent Study. Staff.

Botany 499 · Independent Study. Staff.

Botany 500 · Senior Project. Staff.

History of Science 123 · The Scientific Revolution. What happens when Science emerges from the world of speculation, magic and aristocratic diversion? A study of the consolidation of the "mechanistic" view established, however inadvertently, by men like Copernicus, Kepler, Galileo, Descartes and Newton. Readings in the works that launched the "New Philosophy" and a study of the cultural context of a world in transition. Open enrollment. Mrs. George.

History of Science 127 · Ancient Science I. Development of basic physical concepts in ancient cultures; the idea of nature in East and West; a variety of topics, including: origin of numbers and mathematical thought; early cosmogonies; theories of matter in the East, Near East and Pre-Socratic Greece; the enigma of Stonehenge; the pyramids and their mythology. Students will be encouraged to carry out individual in-depth studies. Open enrollment. Mrs. George and Miss Gilbert.

History of Science 128S · Ancient Science II. Developments in the life sciences of the ancient world. Astrology and alchemy in relation to ancient biology and medicine; plants and plant-lore in science and technology; ancient theories of life and the animal body. Eastern and Western views will be compared when-

ever possible. Enrollment limited to 40 students; priority given to those who have had History of Science 127. Mrs. George and Miss Gilbert.

History of Science 213 · The Warfare of Science and Religion.

> "When we consider that religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them."
>
> —Alfred North Whitehead

To aid in such a decision, this course will examine the historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. The course will be conducted by lectures and discussions and the student will be evaluated on her participation in discussion, on her knowledge of material and on the quality of her written work. Mrs. Rinard.

History of Science 222S · Occult and Pseudo-Sciences. Beginning with a study of witchcraft as an index of the relation between science and magic in the late Middle Ages and beyond, the course will survey 17th and 18th century theories of physiognomy, animal magnetism, etc., continuing into the 19th century with consideration of spirit manifestations, "psychic" science, etc. The final weeks of the course will be devoted to a study of 20th century activities such as research into ESP. Emphasis will be on the historical setting and the relationship between "legitimate" science and occult or pseudo-scientific movements. Individual and group studies of areas in depth will be encouraged. Limited to 30 students; priority given to those with acceptable background in medieval or early modern history, history of science, religion or a social science. Mrs. George.

History of Science 225 · Science, Technology and Cities. An historical inquiry into the role of science and technology in formation and change of urban environments. Ancient, early modern and contemporary conditions will be compared; some of the questions studied will be, "What technological support systems are required for ancient/modern cities?" "How does

scientific change affect the development of city life-styles?" Individual and group projects will be an integral part of the course. Enrollment limited to 20 students; priority given to those beyond the freshman level. (Offered in alternate years; offered in 1973–74.) Mrs. George.

History of Science 312S · The Idea of Progress. We take it for granted today that progress is possible and perhaps even inevitable. This inevitability, if we question ourselves closely, has something to do with our ideas of how science grows and develops. How has this close alignment between progress and the growth of science come about? How has progress been measured? And what will happen to our ideas of progress when we begin to rethink our ideas about how science and its allied technology grow? This course is designed to explore these ideas, making use of a wide variety of materials from the history of science and technology. Evaluations will be based on seminar discussions, reports and written work. Mrs. Rinard.

History of Science 320S · Introduction to History of the Social Sciences. The emergence of disciplines having for their raw material the activities of man in his varied aspects: beginnings of systematic economics, sociology, anthropology and psychology, with particular attention to growth and development of guiding theories from the 19th century to the present. Topics will include the contributions of Comte, Durkheim, Freud, Levi-Strauss and other major figures, with stress on the historical context of theories and their application. Open enrollment. Mrs. George.

History of Science 199 · Independent Study. Staff.

History of Science 299 · Independent Study. Staff.

History of Science 399 · Independent Study. Staff.

History of Science 499 · Independent Study. Staff.

History of Science 500 · Senior Project. Staff.

Science 101 · Science, Culture and Creativity. That Science occupies an important place in our society would be clear if its importance was measured only in the amount of paper spent on its description and on its attack and defense. This course

is designed to add dimension to the meaning of the word "science" for the nonscience major by exploring some of this literature. A number of opinions will be considered by relating them to a proposed model of "science": that "science" is a composite of three distinct aspects. Realizing that the analysis is purely academic, the following categories have been set up and will be considered in order: The Scientist and His Work (The individual search for "truth"); Stability and Change in Scientific "Truth" (The factors of time; e.g., History, and People as Agents of Change); Science, Non-Science and Anti-Science. The purpose of the course will be to use the heuristic properties of the model to organize the reading and the discussions, then to use the readings and discussions to refine or reject the model. The classes will be seminar-oriented, and evaluation will be based on the quality of classroom participation, on written work (including short essays and one major paper) and on a series of "evaluative conferences." Enrollments will be limited to 15. An approximate reading list will be available on request. Mr. Boggs.

Science 199 · Independent Study. Staff.

Science 299 · Independent Study. Staff.

Science 399 · Independent Study. Staff.

Science 499 · Independent Study. Staff.

Science 500 · Senior Project. Staff.

SOCIAL SCIENCES DIVISION

Course Offerings

Anthropology 111/111S · Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology — evolutionary theory, human evolution, human biology and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of neo-Darwinian evolution and then focuses upon human biological and cultural evolution. Open enrollment. Mr. Grayson.

Anthropology 113/113S · Cultural Anthropology. An introduction to the comparative study of cultural behavior and its rela-

tion to political, religious and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. Mr. Raybeck.

Anthropology 221 · Traditional Chinese Culture and Society. A survey of the social, economic, political and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. The course will also explore briefly recent pressures toward modernization. Prerequisite: an introductory course in Anthropology or consent of the instructor. Mr. Raybeck. (Not offered in 1973–74.)

Anthropology 224S · Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia and the Philippines. Prerequisite: Anthropology 113 (or Hamilton 13) or consent of the instructor. Evaluation will be based on class participation, a class presentation and two take-home exams. Open enrollment. Mr. Raybeck.

Anthropology 332S · Social Interaction. The emphasis of this course is on interpersonal perception and behavior and the relation of these to social roles and the social structure of social interaction. Two contrasting models will be employed to study covert aspects of social behavior. Readings will be drawn from the fields of psychology, anthropology, science fiction, etc. Students will be expected to analyze their own responses to selected social situations. Prerequisite: consent of the instructor. Evaluation will be based on class participation, short papers and a research project in which the student will be expected to apply concepts and methods learned in the course. Mr. Raybeck. (Not offered in 1973–74.)

Anthropology 333 · Psychological Anthropology. The emphasis of the course is on social psychological problems in a cross-cultural context. Topics to be considered include the relationship between personality and culture and the varying ways in which culture influences social and environmental perceptions. The course will also examine the effects of stress upon cultural and personality systems. Prerequisite: a Social Psychology

course, an introductory Anthropology course or permission of the instructor. Mr. Raybeck.

Anthropology 334S · Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis, through traditional problems of typology, to more recently perceived problems of societal reconstruction. The class will be conducted as a seminar with the students reading and reporting on selected topics. Evaluation will be based upon class reports and participation. Prerequisites: Anthropology 111, 113 and consent of the instructor. Mr. Grayson.

Anthropology 341 · North American Indians. An introduction to the cultures of the North American Indian. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups and a basis for understanding current problems involving the Indian. Prerequisites: Anthropology 113 or Hamilton 35 or consent of the instructor. Mr. Grayson.

Anthropology 342S · North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. If possible, field trips will be taken into the surrounding countryside to examine archaeological sites relevant to the discussion of northeastern prehistory. Prerequisites: Anthropology 111 and 113 (Hamilton 13) or consent of the instructor. Anthropology 341 is recommended but not required. Mr. Grayson.

Anthropology 351 · Prehistory of Northeastern North America. A study of the development of northeastern North American Indian cultures as revealed by archaeological techniques. In particular, the archaeology of New York State will be discussed in detail; the framework derived from this discussion will then be used to view the prehistory of related areas. If possible, field

trips will be taken to the surrounding countryside to examine relevant archaeological sites. Prerequisites: Anthropology 113 and consent of the instructor. 341 and 342 are recommended but not required. The course will be a limited-enrollment seminar, with preference being given to those who have had all recommended courses. Limit: 15. Mr. Grayson. (Not offered in 1973–74.)

Anthropology 386S · Evolutionary Theory and Population Genetics. A detailed examination of the basic concepts of neo-Darwinian and population genetics, built around concepts of genetic transmission, natural selection and adaptation. Topics to be discussed will range from mimicry and polymorphism to modes of speciation and the origin of higher taxonomic categories. Prerequisites: Introductory Genetics or consent of the instructor. Mr. Grayson and Mr. Howard. (Not offered in 1973–74.)

Anthropology 490 · Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites: Anthropology 113 and Hamilton 35. Mr. Raybeck and Mr. Jones.

Anthropology 199 · Independent Study. Staff.

Anthropology 299 · Independent Study. Staff.

Anthropology 399 · Independent Study. Staff.

Anthropology 499 · Independent Study. Staff.

Anthropology 500S · Senior Seminar (Senior Project). Individual research projects are developed, presented and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. Mr. Grayson and Mr. Guillotte.

Education 201S · Topics in Education. A study of a significant problem in contemporary education. Readings, observations and participation as appropriate. Evaluations will be based on classwork, field work and a product outcome to be negotiated individually or by the group. Topic for spring 1973: teaching gifted and talented students. Ms. Hendricks.

Education 211 · Teaching and Learning: Models and Experiences. An introduction to education in the elementary classroom examining behavior and expectations of pupil and instructor as outcomes of educational and philosophical assumptions. Participation in one or two hours a week of observation or tutoring in nearby schools may be required. Ms. Hendricks.

Education 304S · Reading in the Elementary School. An introduction to the teaching of reading. The class will consider language development, beginning reading problems, and developmental reading in terms of programs and materials available to the teacher. Students enrolled in this course must plan to devote one or two sessions a week to tutorial or small-group work in a nearby public school. Evaluations will be based on reports, papers and one major paper. Ms. Blodgett.

Education 311, 312S · Methods and Materials in Elementary Education. Analysis and development of materials, processes and objectives for teaching and learning in the elementary school. Emphasis in the first semester will be on mathematics and science; in the second semester, on language and the social studies. Evaluation is based on class participation, short papers and a project involving planning, application and evaluation of curricular materials. Students electing this course should keep at least one morning or afternoon free for work in the public schools. Prerequisite: Psychology 111 and Education 211. Ms. Blodgett.

Education 401 · Senior Seminar. Open only to seniors in the Education Semester. Ms. Hendricks.

Education 403 · Focus. A three-week intensive seminar in methods and strategies for the elementary classroom. Open only to seniors in the Education Semester. Ms. Hendricks.

Education 405 · Developmental and Individualized Reading. Advanced techniques and materials in elementary reading instruction. Open only to seniors in the Education Semester or by permission of the instructor. Ms. Blodgett.

Education 434–435S · Practice Teaching. Supervised classroom teaching in elementary school. Students electing 434–435 should also enroll in Education 401, 403 and 405. Students electing this

Education Semester option must plan to devote full time to it and may not elect any other course during this semester. Permission of instructor required. Ms. Hendricks and Ms. Blodgett.

Education 199 · Independent Study. Staff.

Education 299 · Independent Study. Staff.

Education 399 · Independent Study. Staff.

Education 499 · Independent Study. Staff.

Education 500 · Senior Project. Staff.

Government 112 · Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is (1) to achieve a more realistic understanding of how foreign governments and politics function, and (2) to study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected western and non-western political systems and an examination of such basic concepts as: political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. Same as Hamilton Government 12. Open enrollment. Mr. Ross.

Government 116/116S · American Political Process. An introduction to American national institutions: Congress, the Presidency, the Courts and bureaucracy. Special attention will be given to such topics as political culture, political behavior, the role of elites and social class. Same as Hamilton Government 16. Open enrollment, Mr. Bacheller.

Government 121 · Metropolitan Problems. An examination at the introductory level of some of the problems facing metropolitan areas. The course will concentrate on the characteristics of political structures in metropolitan areas which have contributed to decay of those structures and some proposed solutions. First priority: Freshmen. Mr. Bacheller.

Government 213 · Politics in the Soviet Union. A systematic

analysis of the Soviet political system, concentrating on the themes of persistence and change over time. Among the topics studied will be intra-elite interaction; the role of the dissenting minorities and intelligentsia; central management of a complex society and alternating patterns of social control. Mr. Ross.

Government 214S · Politics in Western Europe. A comparative study of government and politics within Western Europe, concentrating on the smaller as well as the larger European systems. Among the topics studied will be the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility and the emergence of a European community in the 1970's. Mr. Ross.

Government 216S · Revolution and Political Change. A comparative analysis of revolution as an agent of socio-political change. Attention will be paid to the sources and processes of revolutions and revolutionary movements. Both general theories of revolution and selected case studies of both successful and unsuccessful revolutions will be presented and interrelated. Mr. Ross.

Government 219S · American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation and characteristics of state legislatures, executives and judiciaries. Prerequisite: Government 16 or 116. Concentrators have priority. Mr. Bacheller.

Government 221 · Public Opinion. An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisites: Government 16 or 116. First priority: Concentrators. Mr. Bacheller.

Government 222S · Interest Groups in American Society. Economic organizations such as businesses, trade associations, labor unions, agricultural groups and professional associations have played an important role in influencing the public policy-making process. Ideological and other non-economically based

organizations have also sought influence over policy decisions. In this course, theoretical models and empirical descriptions of the impact of these groups on the policy-making process are considered. In addition, characteristics of interest groups as organizations and the nature of their interactions with other political actors are discussed. Prerequisites: Government 16 or 116. Priority: Concentrators. Mr. Bacheller.

Government 313 · Ideology and the Political System. A comparative study of the role of ideology within the political system. Different ideological forms will be studied within the contexts of both developed and developing, authoritarian and pluralistic political systems. The content of several ideologies will be examined in relationship to their functions within different type of politics. Mr. Ross.

Government 314S · Recent Empirical Political Theory. An overview of recent and current work in empirical political theory. Among the theoretical structures explored will be theories of power, systems theory, game theory, structural functionalism, communications theory and others. An emphasis will be placed upon the utility of these formulations in political analysis. Mr. Ross.

Government 199 · Independent Study. Staff.

Government 299 · Independent Study. Staff.

Government 399 · Independent Study. Staff.

Government 499 · Independent Study. Staff.

Government 500 · Senior Project. Staff.

Psychology 111 · Introduction to Child Development. A survey course in the field of experimental child psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development and thought processes in children. Ms. DeMyer.

Psychology 112 · Introduction to Personality. A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. Mr. Begelman and Mr. Sherrod.

Psychology 114S · Introduction to Social Psychology. A survey of the theoretical and empirical literatures dealing with problems of human social behavior. Topics to be covered will include social interaction, cooperation and conflict, person perception, conformity, attitudes, group processes, aggression and the influence of personality on social behavior. Mr. Sherrod.

Psychology 203S · Socially Relevant Issues in Child Development. The scientific data relating to a number of social problems in children's development will be discussed. Among topics to be covered will be the development of prejudice in children, the influence of television, the effect of poverty on development and different methods of child rearing. Ms. DeMyer.

Psychology 213/213S · Humanistic Psychology. Humanistic Psychology is an empirical but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologists, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. The focus is on what and why man thinks, feels and acts the way he does. This course is primarily a discussion-oriented study of some of the literature and research representing this approach. Mr. Muilenberg.

Psychology 218S · Environmental Psychology. An examination of the effects of environment on behavior with attention to such topics as territoriality, spatial behavior, population density, environmental stress, environmental perception, institutional environments and urban design. Mr. Sherrod. (Not offered 1973–74.)

Psychology 301 · Psychology of Women. While the traditional psychoanalytic theories of Freud and Horney will be examined, the major aim of this course will be to explore the more recent data and theories in this "new" area of psychology. Among the topics to be considered will be the contribution of the body to sex differences in infants, sexual behavior in females (fantasies, the development of the orgasm, pregnancy and childbirth), personality characteristics of women, women in traditional roles (motherhood and marriage), the married and unmarried "career" women, "mental illness" in women and the psychological

impact of aging on the woman. Prerequisite: one psychology course and junior standing. Ms. DeMyer.

Psychology 302S · Self-Concept and Social Interaction. An examination of social and interpersonal determinants of self-concept, with emphasis on the dual nature of the self both as subject and object and on the problems of self-awareness, self-presentation and self-alienation. Readings will include theoretical writings, empirical research and relevant novels. Prerequisite: two Psychology courses, including one of the following: Psychology 111, 112 or 114 (Anthropology 332 may be substituted for a psychology course.) Mr. Sherrod.

Psychology 321 · Psychopathology of Childhood. A survey of developmental and behavioral disorders of childhood with reference to such topics as mental retardation, psychoneurosis, psychosis and learning disabilities. Reference will be made to diagnosis, treatment, theories of etiology and relevant research. Prerequisite: two psychology courses including at least one of the following: Psychology 111, 112 or 114. Mr. Scott.

Psychology 322S · Cognitive Development. An exploration of the various aspects of cognitive development with emphasis on the development of attention, intelligence and its measurement, cognitive styles, language development and Piagetian psychology. Major theorists and experimental data will form the basis of the course material. Prerequisite: two psychology courses, including at least one of the following: Psychology 111, 112 or 114. Ms. DeMyer.

Psychology 324S · Advanced Child Development. A study of the major methodological issues in developmental psychology. Topics will include ethical issues in using children as subjects, problems in infant research, ecological versus experimental orientations and research strategies in the study of developmental change. Students will be required to initiate and carry out an experiment in the area, preferably using infants or children as subjects. Three hours of lecture and three hours of laboratory to be arranged. Prerequisite: one course from among the following: Psychology 111, 112, 114 or 21. Ms. DeMyer.

Psychology 334S · Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment,

classification and explanation of the behavior disorders. Emphasis will be on a critical rather than a descriptive approach to psychopathology. Prerequisite: two psychology courses, including one of the following: Psychology 111, 112 or 114. Mr. Begelman.

Psychology 337 · Advanced Social Psychology. A study of research methods and contemporary theoretical perspectives in social psychology. Emphasis will be placed both on the research process in general and on topics of current interest as examples of specific research approaches. Such topics may include attribution theory, perceived control, reactance theory, altruism or others, depending on staff and student interest. Students will initiate and carry out research projects and, where feasible, may continue such projects as independent studies in the spring. Three hours of class plus three hours of laboratory to be arranged. Prerequisite: Psychology 114 or permission of the instructor and Hamilton 21 (which may be taken concurrently). Mr. Sherrod.

Psychology 341 · Concepts in the History of Psychology. A critical examination of concepts that have played a key historical role in the development of psychology as a science. Discussions will center around the writings of both behavioral scientists and philosophers who have contributed significantly to the clarification of these concepts. Prerequisite: two courses in psychology. Mr. Begelman.

Psychology 380S · Field Study in Psychology. Through involvement as a participant-observer in an appropriate field setting, the student will study intensively a psychological problem such as mental retardation, psychosis, speech pathology or cultural deprivation. Field work will be supplemented by extensive reading and regular conferences. Selection of a problem for study and the basis for evaluation will be individually determined. Prerequisite: two psychology courses, including one of the following: Psychology 302, 321, 322, 324, 334, 337, 390 or 391. Mr. Scott.

Psychology 390 · Advanced Clinical Psychology. A study of advanced topics in clinical research and theory. Students will be responsible for the formulation and presentation of ideas of

interest to them. Group discussion of hypotheses and research strategies will be used in order to enable the student to initiate and execute his own independent investigation. Prerequisite: Hamilton 15, and at least one of the following: Psychology 321, 322, 324 or 334. Mr. Begelman. (Not offered in 1973–74.)

Psychology 391S · Behavior Therapy. Introduction to the theory and practice of behavior therapy, with an emphasis on the experimental support for the use of specialized techniques in the treatment of the behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela and their students. Three hours of lecture and three hours of laboratory to be arranged. Prerequisite: two courses from among the following: Psychology 302, 321, 322, 334, 337, 390, 391, Hamilton 15 or 27 and permission of the instructor. Mr. Begelman.

Psychology 199 · Independent Study. Staff.

Psychology 299 · Independent Study. Staff.

Psychology 399 · Independent Study. Staff.

Psychology 499 · Independent Study. Staff.

Psychology 500 · Senior Project. Staff.

Socology 101/101S · The Basic Concepts of the Discipline. Section 01. Examines the classic problem of the bases of social order in society. Some of the traditional social scientific solutions to this problem are examined, e.g., Freud's theory of the internalization of moral values. The Protestant Ethic is examined as a basis of consensus and conflict in American society, and problems of conflict in tribal societies and factories are also treated. The course concludes by examining the positive values of conflict in societies. Mr. Broughton.

Section 02. Sociological analysis. The emphasis will be on learning to think conceptually about social phenomena. Students will be presented with classic and contemporary theoretical and empirical statements which define the nature and uniqueness of a social level of analysis. Students will be expected to demon-

strate prowess at conceptualizing and analyzing social phenomena. Mr. Sallett.

Section 03. Analysis of the structure and processes of social interaction — what human society is and how it works. Emphasis will be on comprehension of ideas and familiarity with data sources so as to permit the exercise of sociological imagination. Evaluation will be based on several proficiency examinations and a final field-work project. Mr. Shuster.

Section 04. Examines the contributions and limitations of the social scientific perspective to understanding human behavior. Disciplinary distinctions, academic hierarchies and values, and fictional, journalistic and political observations of society will be sociologically analyzed in making this assessment. Material on inter-group relations, social movements, conflict and change will be compared with structural and institutional analyses to evaluate the method when applied to dynamic and the stable aspects of social life. Ms. Kriesberg.

Sociology 202S · Social Institutions. Analysis of major social institutions in human society. Specific attention focused on the functions which such institutions perform for individuals and society as a whole. Mr. Gray.

Sociology 204S · The Family. Institutional analysis of the function and processes of kinship structure. Cross-cultural, experimental and historical family forms will be discussed. Consideration of intrafamily dynamics and key elements of family organization will also be examined. Prerequisite: at least one semester course in social science. Mr. Shuster.

Sociology 215 · The Sociology of Small Groups. This course is designed to explore the nature of human groups and their impact on individual members. Problems of conformity and over-conformity to group norms, compliance and over-compliance to group leaders, conflict and cooperation among group members, group solidarity and effectiveness in achieving common goals will be discussed. The development of group myths, symbols, stereotypes and scapegoats will also be explored. The course will draw on material from sociology, social psychology and the psychoanalytic tradition. Students will, however, be

encouraged to apply these materials to groups described in literature or with which they have direct personal experience. At least one course in sociology, social psychology or anthropology is recommended, but not required. Mr. Broughton.

Sociology 216S · The Sociology of Education. This course focuses upon American educational institutions. Particular attention is paid to the meaning of equality of educational institutions as well as to the meaning of equality of educational opportunity as myth and reality in American society. This latter topic includes some of the political and social ramifications of attempts to maximize this ideal; e.g., busing. Determinants of educational achievement such as parental social class, I.Q., pupil's self-conceptions, teacher's expectations, peer group influences and quality of educational facilities are examined separately and in combination with one another. Case studies of educational reform and change in public secondary education and private higher education are explored in conjunction with some of the contemporary neo-Marxist proposals for institutional change advanced by Ivan Illich and others. At least one course in sociology, education or social psychology is recommended, but not required. Mr. Broughton. (Not offered in 1973–74.)

Sociology 220S · The Sociology of Social Problems. Contemporary issues involving struggle and conflict will be examined. The implications, for analysis and policy, of defining diversity, conflict and movements for equality and participation as "social problems" will be discussed. Students may choose topics involving race, ethnicity, sex, poverty, age, class, consumerism, medical care, prisons, drugs or others for written papers or classroom presentations. Common classroom material will stress poverty, health care delivery and the American sexual hierarchy. The relationship between these and other areas will be explored. Evaluation will be based on individual projects and classroom participation. Introductory Sociology recommended but not required. Ms. Kriesberg.

Sociology 291 · Becoming Deviant. This course examines the social processes associated with the transformation of conforming persons and groups into deviants. The effects of labeling,

power, groups as socializing agents and the contribution of the person to the development of a deviant identity will be emphasized. Students will be presented with theoretical and empirical materials which account for various aspects of the process of becoming deviant. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these materials and use them as tools to develop their own perspective toward the analysis of deviant behavior. Prerequisite: 101, or the consent of the instructor. Mr. Sallett.

Sociology 301 · Theory and Methods. The first part of the course will stress the theory of social science inquiry and the demands it makes on the investigators. Emphasis will be on familiarity with some classic studies, with professional sources of ideas and information, and with the issues and solutions to problems of actual research projects. The latter part of the course will allow students to experience research directly by means of individual exercises and participation in a group research project which is part of on-going Social Science Division research. Open enrollment. Prerequisites: Junior standing and concentration in Sociology or permission of instructor. Mr. Shuster.

Sociology 302S · Sociology Theory and Research. As an examination of contemporary approaches to the development of sociological knowledge, this course will cover the following topics: methodology, concept formation, theoretical frames of reference, propositional inventories and theory construction. Attention will also be given to some contemporary "theoretical debates" in sociology. Prerequisites: 101, or concentration in a Social Science discipline at the junior or senior level. Open enrollment. Mr. Broughton.

Sociology 307 · The Sociology of Religion. As a sociological examination of religion in American society, this course examines the reciprocal influences between the secular society and its religious institutions. Attention will be paid to the structure and impact of Protestantism, Catholicism and Judaism within the national society, the nature of religious change and the interrelationships between class and religion, among other subjects. At least one course in sociology or religion is recom-

mended, but not required. Not open to freshmen except by permission of the instructor. Mr. Broughton.

Sociology 310S · Women in Contemporary Society. This course will be conducted as a seminar. Current research and theoretical perspectives involving the social roles of women will be reviewed. Students will be expected to explore and present an area of competence and interest within this developing literature. The instructor's contribution will focus on an examination of the role of married educated women and an analysis of the situational constraints affecting their exclusion from major areas of contemporary life and their inordinate inclusion in others. It is anticipated that the seminar will also evaluate the sexism in conventional sociology and social sciences and consider possible remedies. Pre-requisite: Introductory Sociology or permission of instructor. Ms. Kriesberg.

Sociology 314S · The Social Organization of Protest, Reform and Revolution. This course is an effort to explain the structural sources of social movements which seek to bring about social change by employing means which more or less depart from institutionalized political channels. Of particular interest are the processes which transform unorganized persons and groups into a social movement. Finally, the conditions under which such movements succeed or fail will be analyzed. Prerequisite: Sociology 101 or consent of the instructor. Mr. Sallett.

Sociology 315 · American Social Thought. Examination of the major strands of American thought from colonial to modern times. This course will be combined with American Studies 311 and will be taught jointly by Mr. Gray and Mr. Hoffa in 1973–74.

Sociology 316S · American Social Structure. Sociological analysis of the structure of contemporary American society. The transition from agrarian to industrialized society will be examined, including its effects on American social character. Mr. Gray.

Sociology 322 · Demography and Development. Population growth, distribution and composition, sources of data and methods of analysis, demographic impediments to economic and political development, and relationships between demographic and social structure in modernizing countries are topics

covered in this course. Prerequisite: at least one course in a social science discipline. Evaluation is based on class reports, a short research paper and a final examination testing the student's ability to perform sociodemographic analysis. Mr. Shuster. (Not offered in 1973–74.)

Sociology 325 · Social Control. An analysis of universal techniques of social control. Examination of individual conformity to social norms and values in the interest of social stability and continuity as well as group and/or individual deviance will be undertaken. Mr. Gray.

Sociology 331. Urban Social Analysis. A study of the demographic, ecological and social structure of metropolitan communities. Historical, cross-cultural and geographical perspectives on community life, as well as life-style differences and their implications for social policy will be considered. Prerequisite: two courses in a social science discipline or history. Mr. Shuster.

Sociology 337S · Sociology of the Absurd. This course is a critical examination of an innovative approach to sociological analysis named by one of its proponents as "the sociology of the absurd." This approach, based on existentialism and phenomenology, proceeds from the assumption that social life is intrinsically meaningless, and asks how social order is possible. The sociology of the absurd approaches this question by conceiving of human beings as authors of their own actions, and emphasizes intersubjective consciousness, background meanings, choice and power. The first half of the course will focus on the theoretical literature, and the last half will concentrate on empirical studies. Students will be expected to demonstrate an understanding of fundamental theoretical propositions, assess the congruence between the theoretical and empirical literature and evaluate the strengths and weaknesses of this approach to sociological analysis. Prerequisite: Sociology 101 or consent of the instructor. Mr. Sallett.

Sociology 340S · Organization, Power and Alienation in Industrial Society. The purpose of this course is to examine some of the implications of a social order dominated by a network of complex organizations. The relationship between complex organization and power and the relationship between the com-

plex organization and the person will be analyzed. Evidence and argument will be presented to evaluate the thesis that complex organizations control the requisites of survival and luxury in industrial society. Moreover, such organizations are inaccessible to ordinary persons and groups, and, consequently, the person is rapidly losing the ability to control significant features of everyday existence. Prerequisite: Sociology 101, or consent of the instructor. Mr. Sallett.

Sociology 400/400S · Sociology Seminar. Focuses on topics of particular interest in sociology, including their relationship to social science generally. Topics will vary according to the interests of students and faculty. In the Fall semester 1973 this course will be offered by Mr. Gray. The central question will concern the relationship between social science and human values. The focus will be primarily sociological, but faculty members in related fields will also offer the perspective of their various disciplines. The topic and instructor for spring semester will be announced.

Sociology 199 · Independent Study. Staff.

Sociology 299 · Independent Study. Staff.

Sociology 399 · Independent Study. Staff.

Sociology 499 · Independent Study. Staff.

Sociology 500 · Senior Project. Staff.

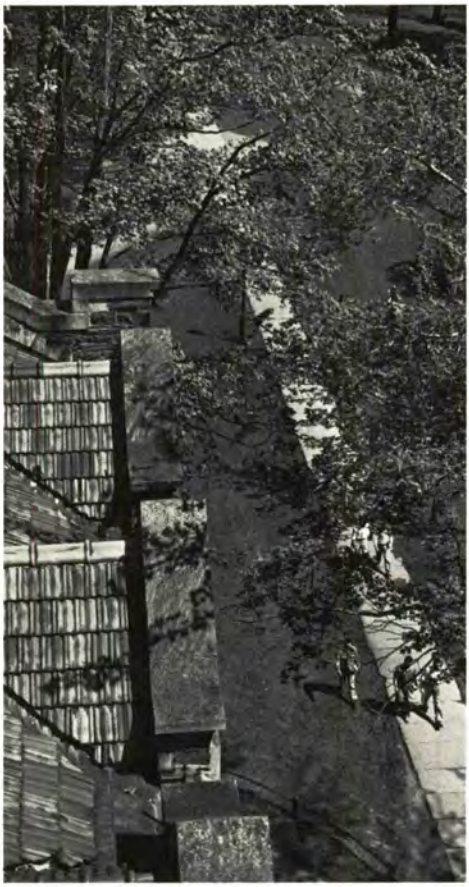
GENERAL INFORMATION

The College and Its Resources

Undergraduate Life

Cultural Events

Student Organizations



The College and its Resources

Hamilton College is situated near the center of New York State, ten miles from the city of Utica, one mile from the village of Clinton, and six miles from the nearest New York State Thruway Exit (32). The post office address of the college is Clinton, New York 13323.

The Oneida County Airport, served by Allegheny Airlines, is within 10 miles of the campus. The Syracuse airport, with service to all major cities, is an hour's drive away. Utica is also served by the Penn-Central Railroad and Greyhound Bus Lines. There is local bus service between Utica and Clinton.

BUILDINGS AND GROUNDS

The campus is a wooded park of approximately three hundred acres overlooking the Oriskany and Mohawk valleys. Other college land includes the Root Glen, given to Hamilton in 1971 by the Root Glen Foundation, of which Mrs. Grace C. Root is president. Twenty years earlier, through the generosity of the Root family, the College was given the Root Wild Garden, more than two hundred acres of land south of the Root Glen. In all, the buildings and grounds consist of 900 acres and 27 buildings, most of them compactly arranged in three quadrangles *(See campus map, inside back cover).*

Dormitories

Five buildings—*Kirkland* (1840), *North* (1842), *Carnegie* (1904), *South* (1906), and *Dunham* (1958)—afford accommodations for

nearly two-thirds of the student body. In addition two dormitories for approximately 150 upperclassmen are in the *Harlow E. Bundy Quadrangle,* completed in 1971.

Dunham Dormitory is arranged in suites of three rooms for four men. Single rooms, multiple rooms and suites are available in the other dormitories. Essential furniture—beds, desks, chairs and dressers—is provided. All dormitory beds are three feet wide and six feet six inches long. Rooms are leased for the academic year only. The buildings are closed during Christmas and spring vacations. The College reserves the right to use dormitory rooms vacated during the winter study period.

Dining Halls

There are two dining halls on the Hamilton campus, the *Soper Commons,* gift of Arthur W. Soper, Honorary 1893, Alexander Soper, 1867, and James P. Soper; and the *Bundy Dining Hall* in the Bundy residence quadrangle. The basement of the Commons contains a pub where beer and light refreshments are available in the evening. In addition, Hamilton students on the board plan may eat at *McEwen Dining Hall* on the Kirkland campus. Kirkland students may eat at either Commons or Bundy, as well as at McEwen.

The Library

Hamilton's library collection is housed in the new $5.4-million Daniel Burke Library, named for a member of the Class of 1893 who was for many years chairman of the Board of Trustees. The building, completed in 1972, was designed by Hugh Stubbins, the architect, in consultation with Keyes D. Metcalf, Librarian Emeritus of Harvard University. The new structure gives Hamilton one of the outstanding small-college library facilities in the nation.

The Library collection numbers more than 300,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microprint material.

Students have free access to the stacks and are instructed in the use of catalogues, bibliographies, and reference works, and in other research techniques. Research desks for students undertaking independent studies and term papers are provided. Books may

be borrowed for a full semester and no library fines are imposed.

Noteworthy among the Library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Alumni Collection of books written by and about graduates of the College, the Samuel Hopkins Adams Collection of College and Regional History, the Edward Robinson Collection of books on Palestinian travel, and the Walter Beinecke West Indian Collection.

Classrooms, Laboratories, Offices

Six buildings are devoted to instruction: *Silliman Hall, Benedict Hall of Languages, Root Hall,* the *Chemistry Building;* the *Science Building,* and the *Root Art Center.* Silliman Hall (1889), originally the gift of Horace B. Silliman, Honorary '90; Benedict Hall (1897), the gift of Horace Harper Benedict, class of 1869, and the Chemistry Building, which was erected in 1903 and rebuilt and enlarged in 1930, all provide classroom facilities. Root Hall (1897), given by Elihu Root, class of 1864, in memory of his father, Oren Root, class of 1833, contains classrooms, administrative offices and art studios. The Science Building, constructed in 1925 and enlarged in 1965, contains a science library, departmental classrooms, and laboratories in physics, geology, biology, pschology, and anthropology. The Root Art Center (1804), was formerly the home of the late Edward Wales Root, an eminent art collector. In addition to art galleries, it contains the offices of the Music Department, classrooms, practice and listening rooms and a record library.

Buttrick Hall

Built originally in 1812 as the college dining hall, Buttrick is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of buildings and grounds and registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, the diplomat and winner of the Nobel Peace Prize. In 1926 it was reconstructed as an administration building and today houses the offices of the President, the Provost and other officers of the College. Meetings of the trustees and faculty are held in the building.

Bristol Campus Center

The William McLaren Bristol Campus Center, opened in 1966, is a four-story student activities building named after the co-

founder of the Bristol-Myers Co., a member of the class of 1882. Funds were provided primarily by his sons, William M. '17 and the late Lee H. '14; they were joined by other members of the family and friends. Facilities include a large snack bar, six bowling lanes, billiards, table tennis, book store, mail center, laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms. Many of the meeting rooms are also used for classes.

Afro-Latin Cultural Center

The Afro-Latin Cultural Center, opened in 1969, affords facilities for the presentation of the black and Puerto Rican perspectives through discussions, lectures, art exhibits, and similar educational, cultural and social events. The center is open to, and is used by, all members of the college community.

The Chapel

The chapel, resored in 1949 as a World War II memorial, occupies the central site of the campus. Designed in 1827 by Philip Hooker and completed the following year, the chapel is thought to be the last remaining example of an early three-story church in America. The center of the religious life of the College, it also affords a place for public lectures, college assemblies, and concerts.

Kirkland Cottage

The oldest (1792) building on the campus, Kirkland Cottage was first built near the foot of College Hill as a home by Samuel Kirkland, the founder of Hamilton College. In 1925 the cottage was moved uphill to its present campus site and later restored. Its furnishings now include Samuel Kirkland's desk and chair and other pieces of historical interest to visitors. The cottage is used by Pentagon, senior honor society, for its meetings.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's thirteenth president, was completed in 1959, and an addition was constructed in 1972. The building contains 14 beds, isolation room facilities, modern and fully equipped examination and treat-

ment rooms, X-ray and laboratory facilities. It serves both Hamilton and Kirkland.

The center is supervised by the college medical director. Associated with him are another physician, a clinical psychologist and registered nurses. In addition a psychiatrist, a radiologist, and an orthopedic surgeon act as consultants to the Health Center staff. Consultants in other fields are used as indicated.

The Minor Theater

The theater is housed in what was once the Perry Hiram Smith Hall, which was the College's first library and later became an infirmary. Edward D. Stone, the architect, converted the building into a theater in 1962. The donor was the late Clark H. Minor '02, one of the College's most generous benefactors and chairman of its board. The basement contains the studios of *WHCL-FM*.

Athletic Facilities (See Athletics and Physical Education, p. 174.)

Kirkland Buildings

The recently completed Kirkland College campus, adjacent to Hamilton, contains a number of outstanding buildings. Among them are the List Arts Center, devoted to the visual and performing arts, the Kirner-Johnson academic complex, containing most of Kirkland's classroom and office facilities, and McEwen Hall, named for a past president of Hamilton and housing dining facilities and a reception area.

Undergraduate Life

Student Government

The *Student Senate* serves as the governing body for student affairs. It is the parent body of these five undergraduate groups:

The *Student Activities Committee* is the steering committee for campus-wide concerts and entertainment; it is a joint Hamilton-Kirkland committee.

The *Judiciary Board* administers nonacademic regulations. It is composed entirely of students, with a permanent chairman and vice chairman elected by the student body. Other members are chosen at random, by lottery for each case. The Board investigates all alleged violations of student regulations and, when necessary, determines appropriate punishment. The Board's recommendations are subject to review by the Faculty Committee on Student Affairs.

The *Student Admission Committee* works closely with the Office of Admission to interest promising high school and preparatory school students in Hamilton.

The *Student Curriculum Committee* is organized to consider and recommend to the faculty additions or changes in the college curriculum.

Students sit as members of several trustee committees and are also represented on a number of joint faculty-student groups, including the President's Advisory Committee, the Health Committee, the Publications Board, and the Lecture Committee. Each fall, before the opening of college, a group of faculty, students and administrators gathers at the Adler Conference, in the Adirondacks, for informal discussions.

Honor System

The Honor System, established by students more than 50 years ago, governs examinations and all other work submitted for a grade. The Honor System creates for each student two imperatives: he must refrain from fraud himself, and he must report any observed fraudulent action on the part of any other student.

The system, which receives strong support from both the students and the faculty, permits examinations to be taken without proctors and generally gives the student more personal freedom than would be possible otherwise.

The Honor System is carefully explained during the new student's orientation period and is fully described in the Student Handbook. Administration of the Honor System is by an Honor Court composed of representatives of the four classes. This court investigates all alleged violations of the Honor System and makes recommendations to the faculty for action against violators.

Religious Activities

The religious program at Hamilton and Kirkland Colleges reflects the diversity of interest within the community.

The college chaplain, whose office is in the basement of Kirkland Hall at Hamilton, is available for personal counseling. The Interfaith Council, made up of students and faculty working with the chaplain, sponsors a variety of religious and social activities.

Sunday mornings, Roman Catholic Mass is observed at 9:30 a.m. in the chapel, and the Free Church of Clinton holds services regularly at 11:15 a.m. at the same location. A series of experimental worship services take place Sunday evenings in the Kirner-Johnson Building at Kirkland.

The Jewish Students Group meets weekly for programs of discussion, and Sabbath services are held on Friday. Home hospitality is arranged with families in Utica, New Hartford, and Clinton during the High Holy Days.

A daily gathering for prayer is sponsored by the Christian Fellowship; this group also arranges a weekly Bible Study. Other groups represented on campus include the Christian Scientist Association, the Divine Light Mission, and Transcendental Meditation.

Also under the sponsorship of the Interfaith Council is the Free School of Clinton, which offers a series of courses in disciplines not ordinarily in the Hamilton and Kirkland curriculums. Service projects provide students the opportunity to work with young people in tutorial and counseling relationships, or to serve as volunteers in hospitals in the area. These service groups and other local charities are supported in part by a fund drive conducted annually by the Interfaith Council.

A memorial to John Herschel Morron, of the class of 1859, established by the bequest of his son, John R. Morron, provides an endowment, the income of which is used to support activities and programs connected with the chapel.

Athletics and Physical Education

Hamilton believes that collegiate athletics must have value for students at all levels of physical skill. To this end the College maintains an extensive and diversified program of intercollegiate and intramural sports, as well as a program of individual instruction leading to proficiency in sports which have value beyond the college years. This program is under the direction of the Department of Physical Education, whose members have full faculty standing.

Intercollegiate athletics: Hamilton offers intercollegiate competition in football, soccer, cross-country, hockey, basketball, swimming, track (winter and spring), lacrosse, golf, baseball and tennis. Junior Varsity teams are maintained in several of these sports and club teams in waterpolo, sailing, skiing and squash. Nearly half the student body participates in the intercollegiate program each year. Hamilton is a member of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Conference. In 1971 it joined with ten other colleges to form the New England Small College Athletic Conference. In addition to Hamilton, members are Amherst, Bates, Bowdoin, Colby, Middlebury, Trinity, Tufts, Union, Wesleyan and Williams.

Intramural athletics: The broad intramural program of 14 sports has special value for the student who wants game competition but whose skill is not of a high enough caliber for intercollegiate play. Each year, three students out of every four participate in the intramural program, which is administered by the student-

run Intramural Council. Intramural sports range from touch football and ice hockey to bowling, billiards and badminton.

Individual development program: During the first two years in residence all students participate in a required physical education program. This program is based on the belief that it is as important to develop good physical health and a love of sport in all students as it is to provide scope for the brilliant athlete in the intercollegiate program. Individual instruction is offered in a wide range of physical activities including squash, handball, badminton, ice skating, swimming, golf and tennis — sports which have lifelong value.

Athletic club and awards: The Block H Club, consisting of undergraduates who have received letters in varsity sports, is dedicated to working for the best interests of athletics at Hamilton College. In addition, the club, in cooperation with the Admission Office, schedules an athletic pre-freshman weekend. Athletic Awards are given annually to varsity players who display outstanding sportsmanship, attitude and ability.

Athletic facilities: The Alumni Gymnasium contains a swimming pool, courts for basketball, squash and badminton, locker and team rooms, a library, and the Baker Memorial Lounge, as well as offices for members of the physical education staff. The Russell Sage Building, connected to the gymnasium via tunnel, houses an 85 by 200 foot indoor artificial ice rink and a 220-yard asphalt running track. The hard-surface floor is used during fall and spring for indoor tennis and volleyball, and for football practice during inclement weather. Adjoining these buildings are the Steuben football field with its quarter-mile cinder track, a baseball diamond, and nine all-weather tennis courts. Other athletic facilities are a soccer and lacrosse field, intramural fields, and the Hamilton B. Tompkins golf course, which covers sixty-five acres on the campus.

It is Hamilton's policy to seek fine athletes who value and respect the fundamental educational goals of the college.

Cultural Events

Art Program

The Art Department, through the generosity of the late Edward Wales Root of the class of 1905, has been provided with three skylighted studios, an exhibition room, and offices for the members of the Department, all located in Root Hall. Mr. Root's gift also made possible the purchase of equipment and materials for individual instruction in creative drawing and painting.

Several annual exhibitions are presented in the *Root Art Center*, accompanied by gallery talks corresponding to the shows. The excellent permanent and visiting exhibitions at the Munson-Williams-Proctor Institute in Utica are also available to students. The Art Center also provides space for special lectures, and facilities for meetings and receptions.

In addition, a series of 14 exhibitions are scheduled in the lounges of the Bristol Campus Center, changing approximately every other week during the academic year. A wide variety of graphic forms are selected and hung by the campus Center Student Exhibitions Committee.

The *Art Lending Library*, administered by the Bristol Campus Center, consists of a collection of about two hundred original prints, copies, and sculptures. Students may rent the pictures in this collection by the semester for a nominal fee.

The *Albert A. and Vera G. List Arts Center* on the Kirkland campus contains a dance studio, rehearsal rooms, darkrooms and exhibition space.

Dramatics

The *Charlatans,* the college dramatic society, was organized in 1909 by a group of students headed by the late Professor Robert Barnes Rudd and the late Alexander Woollcott. Membership is open to all students of Hamilton and Kirkland having an interest in dramatics and stagecraft. A professional director works with the society in one or two major productions each year, and the Charlatans present a varied schedule of productions independently, including the best student-written plays submitted to the Wallace Bradley Johnson Playwriting Contest.

The *Alexander Hamilton Players* is the College's newest dramatic group, specializing in musical theater and comedy. Membership is open to all students and faculty who have an interest in singing, stagecraft, acting, or membership in the Players' orchestra. Two major productions, directed by faculty or students, are presented each year, and occasional tours are undertaken. Last year the Players produced and toured in "1776."

Film

A full program of domestic and foreign full-length feature films is shown by a student-operated film society on the Hamilton and Kirkland campuses nearly every weekend that college is in session.

Lectures

Numerous lectures and concerts are provided during the year for the college community from the income of endowments established for the purpose, augmented by general college funds.

The *Myers Lectures* were established in 1912 in memory of John Ripley Myers of the class of 1885. The foundation is intended "to bring into the life of the college community new men and new points of view not covered by the ordinary curriculum of the College, and to add to its cultural possibilities."

The *Wood Memorial Lectureship* was established in memory of Frank Hoyt Wood, for many years professor of political science at the College.

The *Winslow Lectures in Classical Archaeology* were established with a bequest by William Copley Winslow, D.D., of the class of 1862.

The *Truax Memorial Lectures in Philosophy* were established in 1956 by R. Hawley Truax, of the class of 1909, in memory of his father, Chauncey S. Truax, of the class of 1875, to strengthen the instructional program in philosophy through visits to the College by distinguished lecturers in that field.

The *Root-Jessup Lecture Series,* sponsored by the Root-Jessup Public Affairs Council, brings well-known speakers to the campus.

Music

The musical life of the College is active and varied. It includes concerts by visiting professionals as well as by student organizations, and is under the general supervision of the Music Department. Recent musical events at the College have included concerts by the New York Pro Musica, Bach's Uncle, William Albright, the Rochester Philharmonic, and concerts of East Indian music from the Wesleyan Center for World Music. Some seven or eight concerts are presented each year by student musical groups and musicians. Additional concerts are offered nearby in Utica by the Chamber Music Society of Utica, the Utica Symphony, the Utica Opera Guild, and the Great Artists Series The Student Entertainment Committee also contributes to the musical life of the College, sponsoring Intercollegiate Folk Festivals and Jazz Weekends. The Afro-Latin Cultural Center also offers concerts for the college community. The record library in the Root Art Center contains an extensive and growing collection of phonograph records of music from the Western tradition, including both classical and folk music. The Anthropology Department maintains a large selection of recordings of non-Western music.

Choral Music at Hamilton and Kirkland is based on a tradition of excellence. In recent years, annual tours have been undertaken throughout the eastern and midwestern United States and Canada. The Choir has twice toured Europe and is currently planning a third trip. For over a decade the Paul Kuentz Chamber Orchestra of Paris has collaborated with the Choir in the presentation of a choral-orchestral work. Now in formation is a new choral chamber ensemble chosen by special audition from among the members of the Hamilton-Kirkland Choir. The Choir is open to anyone attending Hamilton or Kirkland. Auditions are held

each autumn before the first week of classes. No special musical training is required. The only prerequisites are the ability and the desire to sing.

The *Brass Choir* has numerous opportunities to perform throughout the year, providing music for various college functions as well as giving concerts off campus on its own or in conjunction with the college choir. Its repetoire ranges from Josquin and Gabrieli to Hindemith and Dahl.

The *Woodwind Ensemble* affords an opportunity for the study and performance of music for various combinations of wind instruments. Recent concerts have included works by Ibert, Mozart, Fine and Richard Strauss.

The *String Orchestra,* founded in 1971, offers an opportunity for the study and performance of works from the Standard Repertory. It performs at least once during the college year.

The *Buffers* is an octet which specializes in popular, folk, barbershop and light music. The group performs at social events at Hamilton and other colleges as well as giving informal concerts on choir tours.

The *String Quartet-in-Residence* at Hamilton and Kirkland since 1971 has been the Amici Quartet, offering concerts, coaching in chamber music, and instruction on string instruments. One member of the quartet serves as the conductor of the String Orchestra.

Instruments. The College possesses a number of instruments that are available for student use. In addition to four pianos and various wind and brass instruments, Hamilton has a Steinmeyer one-manual *positif* organ, a three-manual Chapel organ, and a two-manual Dowd harpsichord. The College is now augmenting its collection with the purchase of ancient instruments for the authentic performance of medieval and renaissance music. For information on the study of performance and the use of these instruments, consult the Music Department.

Student Organizations

Debating

Debate at Hamilton has had a long and successful history. Each year members of the Debate Club travel around the country to participate in the top tournaments. Since 1922, Hamilton has had a chapter of Delta Sigma Rho, the honorary forensic society.

Publications and Broadcasting

Student publications are managed by a joint *Hamilton-Kirkland Publications Board,* consisting of representatives of the student bodies, faculties and administrations. The chairman is always a student. The board is responsible for the editorial policy of publications, for the adjudication of editorial problems, and for financial management. All business matters are directed by a student business manager.

Student publications under the direction of the Board are *The Spectator,* a weekly newspaper, *Wintersetl,* a literary magazine, and *The Hamiltonian,* the yearbook. An annual payment of the Over-all Fee (page 14) entitles students to receive all these publications.

Radio station WHCL-FM, with studios in the Minor Theater building, is operated entirely by students and broadcasts daily to the area.

Clubs

The following student organizations are all joint Hamilton-Kirkland groups:

The *departmental clubs* provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers and similar events. Such groups are sponsored by the biology, philosophy, French, Spanish and German departments.

The Root-Jessup Public Affairs Council is an undergraduate organization, with student officers and a faculty adviser, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors lectures and discussions and conducts a weekly radio program on WHCL-FM. It publishes *Comment,* a journal of opinion. The council is named for the distinguished diplomatists Elihu Root, class of 1864, and Philip Jessup '18.

The *Alexander Hamilton Private Press* is a non-profit student activity devoted to producing small, limited editions of materials of historical or literary interest. Emphasis is placed on quality printing. All type is set by hand and printed in the basement of Root Hall.

The *Outing Club* organizes and conducts hiking and camping trips, winter mountaineering, rock climbing and cave explorations. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association which helps coordinate trips with other colleges.

The *Hamilton-Kirkland Black and Puerto Rican Union* was founded in 1968 by black students of both colleges. The Union, although primarily concerned with making the Hamilton experience more relevant to black and Puerto Rican students, makes an effort to become involved in the activities of black and Puerto Rican communities off the campus. The Afro-Latin Cultural Center was established in 1969 to make more visible and vivid the reality of black and Puerto Rican culture and history. Its activities, programs and exhibitions are sponsored by the Union. These include an annual Cultural Weekend featuring guest appearances by outstanding black and Puerto Rican artists and events planned in conjunction with area black and Puerto Rican communities.

Service Organizations

Hamilton and Kirkland students interested in making a contribution toward the solution of some of modern society's problems

discover a number of rewarding opportunities for doing so in student service organizations. At present nearly 20 per cent of the Colleges' students participate in at least one of these groups, which are operated independently under Student Senate charter and coordinated by the Chapel Board.

The Utica Tutorial Project provides student tutors for disadvantaged junior high school pupils in Utica on a weekly basis throughout the academic year. They conduct a variety of special programs evenings and weekends designed to enhance the view which these youngsters have of higher education.

The House of the Good Shepherd Program provides student volunteers who work with children at a home for boys and girls of elementary and high school ages who have had to be separated from their families for a variety of reasons.

The Marcy State Hospital Program conducts a program of weekly visitations by students at a nearby mental institution. The student volunteers teach classes in art, music appreciation, current events, and a variety of other subjects for patients, who are primarily geriatric cases. Field trips throughout the Utica area and attendance at Hamilton College events are included in the program.

The Gillmore Village Recreation Program was initiated in answer to a request from a division of the Utica Community Action Commission. Working with volunteers from Utica College, students have organized a weekly recreation program for youngsters living in this low-income housing development.

St. Elizabeth's Hospital Program provides volunteers with an opportunity to contribute services to a fairly large, community hospital. Although not limited to pre-medical students, the program is of special interest to this group.

The Handicapped Children's Program works closely with the Utica Cerebral Palsy Association and helps youngsters afflicted with this disease. These volunteers also work on a regular weekly basis, with special emphasis on swimming and other recreational activities.

The Rome State School Program sends student volunteers to work at a nearby school for the mentally retarded.

Fraternities

There are ten social fraternities active at Hamilton: *Sigma Phi (1831)*, Alpha Delta Phi (1832), Psi Upsilon (1843), Chi Psi (1845), Delta Upsilon (1847), Delta Kappa Epsilon (1856), Theta Delta Chi (1868), Emerson Literary Society (1882), Teak (1930),* and *Delta Phi (1950).*

Rushing takes place during the first semester, with pledging during the second semester. In 1972–73 approximately one-half the freshmen pledged.

Honorary Societies

Each of the three upper classes has an honorary society, members of which are chosen in the spring of the preceding academic year. The senior honorary group, *Pentagon,* chooses five men annually on the basis of their leadership and devotion to the College. The junior honorary society, *Was Los,* annually chooses six men who have demonstrated leadership in campus activities. The sophomore honorary body, *D.T.,* elects thirteen outstanding athletes and campus leaders.

The honor societies sponsor such varied campus activities as blood drives and rallies, serve as commencement ushers, and in general pledge themselves to improvement of the undergraduate activities of the College.

Room and Board Policy

It is the policy of the College that all unmarried students not residing at home must live in either a college dormitory or a fraternity house. In addition, all unmarried students not residing at home must eat in either a fraternity house or college dining halls. Exceptions to this policy may be granted by the Dean of Students.

Motor Vehicles

Upperclassmen in good standing may maintain motor vehicles on college grounds. All motor vehicles must be registered with the Dean of Students.

*Year in which Hamilton chapter was established.

HONORS AND AWARDS

Honors

Fellowships

Prize Scholarships

Prizes

Honors and Awards

Honors and prizes are conferred for general excellence, or for superiority in a special field. To compete for a prize, a student must be in regular standing. Information concerning details of oration and essay competitions may be obtained from members of the Department of Speech or from the Dean's Office.

Honors

Phi Beta Kappa

The Hamilton chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for intellectual distinction. In September, the chapter may choose not more than five seniors having especially distinguished records during their first three years. Other seniors are elected in April. Except by unanimous consent of the chapter, not more than one-eighth of a class may be chosen.

The Society of the Sigma Xi

The Hamilton College Chapter of the Society of the Sigma Xi, the national honor society in science, was installed in 1965. The Society's purpose is to encourage original investigation in science, pure and applied.

Students who show marked aptitude for research are eligible for election to associate membership. Nominations are usually

based on the student's performance in the Hamilton Independent Study program.

Commencement Honors

The valedictorian and the salutatorian are the two seniors whose average grades for the course are respectively highest and second highest.

A foundation established by friends and former students in honor of George Lyman Nesbitt, valedictorian of the class of 1924, who taught English at Hamilton from 1924 through 1926 and from 1930 through 1973, provides money prizes for the valedictorian and the salutatorian.

Departmental Honors

Departmental honors may be awarded at Commencement in subjects in which a concentration is possible. At Commencement students may also be cited for excellence in Speech upon recommendation of the department. To qualify for honors a student must have received a B− or higher in at least one-half of the courses taken in the department for the concentration. He must also receive the recommendation of the department. Each department will inform its concentrators as to the particular way such a recommendation is gained.

Fellowships

The Glass Fellowship in Biology

The Glass Fellowship in Biology, established under the will of Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology. It carries a stipend of $750 per year.

Any member of the senior class who has proven himself of a high order of scholarly attainment in general, and has shown marked ability and special aptitude for research in biology may be nominated to the faculty by the Biology Department. From the men thus nominated the faculty will select one who shall be recommended to the trustees for appointment.

The Root Fellowships

The Root Fellowship in Science, established in 1894 by the Honorable Elihu Root of the class of 1864, is ordinarily granted for a single year of graduate study at some American or European university approved for that purpose in each individual instance by the faculty.

Any member of the senior class of high standing who has shown marked ability and special aptitude for research in one or more of the departments of science may be nominated for this award by those departments. From the men thus nominated, the faculty will select one who shall be recommended to the trustees for appointment.

Prize Scholarships

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of scholarship foundations, established by alumni and friends of the College, support them.

To be eligible for a prize scholarship, a student must have maintained at least a C− average for the previous semester, and he must have had no failures.

Arnold Prize Scholarships

The Benjamin Walworth Arnold Prize Scholarship Fund, given by Mrs. Benjamin Walworth Arnold in memory of her late husband, provides four prize scholarships, of which one is to be given annually to that holder of a regular scholarship in each college class who in the preceding year (or in the first semester of freshmen) shall have made the best record in his college courses.

General Prize Scholarships

Curran Prize Scholarship. A foundation established by relatives of Colonel Henry H. Curran of the class of 1862 provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and has distinguished himself therein.

Dr. Edward Fitch Prize Scholarship in Greek. Founded by E. Root Fitch of the class of 1886, a scholarship is awarded annually to that student who, on completion of Greek 11–12, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek 21–22.

Harold Harper Reed Prize Scholarship. A cash award and book prize, donated by Mrs. Reed in memory of her husband, a member of the class of 1919, is awarded annually to the sophomore or junior "who best exemplifies those American ideals which made this nation strong."

Vrooman Prize Scholarship. Through the generosity of John W. Vrooman, a foundation provides a prize scholarship to be awarded to a freshman who shall have achieved academic excellence, shall have need for scholarship aid, and who shall have enrolled for at least one course in the Department of Classical Languages.

Senior Prize Scholarships

Three senior prize scholarships are awarded each year in mathematics, Latin, and German. Each is awarded for excellence in the specified field as determined by the recipient's work in his freshman, sophomore, and junior years, and at the discretion of the departments, by a competitive examination at the end of the junior year. It is required that the appointee elect in his senior year at least one advanced course in the department of the award and complete the senior year at Hamilton. These prizes are:

1. The *Edward Huntington Memorial Mathematical Scholarship,* founded by Alexander C. Soper, LL.D., of the Class of 1867;
2. The *Arthur W. Soper Latin Scholarship,* established by Arthur W. Soper, M.A. (Hon.), 1893;
3. The *Duell German Scholarship,* founded by the Honorable Charles Holland Duell, LL.D., of the Class of 1871.

Chauncey S. Truax Prize Scholarship in Greek. The Truax Scholarship is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference will be shown to candidates who entered Hamilton as freshmen with credit in Greek.

Frank Humphrey Ristine Scholarship. Established by former students and other friends of the late Frank H. Ristine, professor of English literature from 1912 to 1952, the Ristine Scholarship is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

Captain Gerald Fitzgerald Dale Senior Scholarship. This scholarship is awarded to a senior who has completed his junior year with distinction in literature, language, music science, or social science and ranks in the top tenth of a class over one hundred in number or in the top quarter of a class of fewer than one hundred and who needs financial aid. In addition, he must have demonstrated his promise for useful citizenship by his character, his standing among his fellows, and his contribution to the extracurricular life of the College.

Bennett Scholarship. A fund established by Emma M. Bennett Elsing in memory of James L. Bennett of the class of 1871 provides a prize scholarship to a senior who has completed his junior year with distinction.

Junior Prize Scholarships

Oren Root Prize Scholarships. Two scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

Dr. Edward Fitch Prize Scholarship in Latin. A scholarship founded by E. Root Fitch of the class of 1886, is awarded annually to a student who, at the end of one or two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

Robert A. Bankert, Jr., Scholarship. Preference is given to a student who has participated in athletics and who at the beginning of his junior year has shown the greatest improvement in his academic average.

Sophomore Prize Scholarships

Fayerweather Prize Scholarships. Five scholarships are awarded

to the five sophomores who, at the end of the freshman year, have made the highest average in their class. (See also Brockway Prize, below.)

Prizes

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy. A foundation established by Edward S. Babcock of the class of 1896 provides a prize for that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

Brockway Prize. A foundation established by A. Norton Brockway, M.D., of the class of 1857, provides a prize which is awarded to that member of the freshman class who has made the best academic record.

Clark Prize Oratorical Contest. A foundation begun by Aaron Clark, A.M., and increased by Henry A. Clark, of the class of 1838, provides a prize for that senior who is adjudged to be the best speaker in the annual oratorical contest.

Nelson Clark Dale, Jr., Prize in Music. A foundation in memory of Captain Nelson Clark Dale, Jr., U.S.M.C.R., of the class of 1942, established by his parents, provides a prize for that student who has shown exceptional ability in music as composer, interpreter, or leader, or who has contributed most to the musical life of the College. The committee of award shall consist of members of the Department of Music and a senior to be selected by the department.

Darling Prize in American History. A foundation established by Charles W. Darling and supplemented by a friend of the College provides a prize for the senior having the most distinguished record in at least four courses in American history offered to his class.

Gelas Memorial Prize. A foundation established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and Professor of Physical Education from 1921 to 1946,

provides an award to the senior who has shown the greatest development in strength of character, leadership, and athletic ability during his college days.

Francis W. Gilbert Prize. A gift presented by the class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953, provides a cash award to be presented at a college convocation to that sophomore who, in the opinion of the Dean of the College, has shown the greatest scholastic improvement in the second semester of his freshman year.

Edgar Baldwin Graves Prize in History. A foundation established by his former student, David M. Ellis, provides a prize for the senior who excels in the study of history.

Hawley Prizes in Greek and Latin. A foundation established by Martin Hawley, of the class of 1851, provides two book prizes, equal in value, one for excellence in Greek and one for excellence in Latin.

Holbrook Prize in Biology. A foundation established by David A. Holbrook, of the class of 1844, provides a prize for the senior having the best record in six semester courses in biology.

Wallace Bradley Johnson Prize. A foundation established by alumni of the College, in honor of Wallace B. Johnson, of the class of 1915, provides a prize for that student who writes the best one-act play produced at the College.

Thomas McNaughton Johnston Prize in English. A foundation established by friends and former students in honor of Thomas McNaughton Johnston, who taught English from 1934 to 1972, provides a prize for the student writing the most elegant essay submitted to the Department of English during the year.

Kneeland Prize. A foundation established by the Rev. Martin Dwelle Kneeland, D.D., of the class of 1869, provides a prize for the student who has the best record when his grades in two semester courses on the Bible and in an essay competition on an assigned biblical subject are combined.

McKinney Prize Debate. A foundation established by Charles McKinney provides two prizes for seniors excelling in extemporaneous debate.

McKinney Prize Speaking Contest. A foundation established by Charles McKinney provides book prizes for the two men in each of the three lower classes who excel in speech.

James Soper Merrill Prize. A foundation established in memory of James Soper Merrill by his cousin, James P. Soper, Jr., of the class of 1911, provides as a prize a gold watch which is awarded at commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." The faculty shall select the recipient of this award.

The Norton Prize. Thomas Herbert Norton, Ph.D., Sc.D., of the class of 1873, has provided a foundation for the encouragement of research in chemistry. It is prescribed that the income in each year shall be given as a prize to the undergraduate or graduate student in the College who shall have demonstrated the greatest capacity for research in chemistry.

Putnam Prize in American History. The gift of Dr. Frederick W. Putnam of Binghamton, supplemented by a friend of the College, provides a prize of books for the senior having the second most distinguished record in at least four courses in American history offered to his class.

Renwick Prize Scholarship in Biology. This scholarship, founded by Edward A. Renwick, A.M., of Chicago, Illinois, is awarded to a member of the senior or junior class appointed by the faculty, for the study of biology during the summer vacation.

Rogers Prize in Geology. A foundation established by E. Albert Rogers, of the class of 1898, provides a prize for that senior who, having a major in geology, excels in the courses of his concentration program.

Southworth Prize in Physics. A foundation established by Tertius D. Southworth, of the class of 1827, provides a prize for the senior who excels in physics.

Squires Prize in Philosophy. A foundation established by Byron B. Taggart, of the class of 1896, in honor of the late William Harder Squires, Ph.D., of the class of 1888, provides a prize to be awarded annually, with the approval of the faculty, to that senior who shall have the highest grade when the marks for six semester courses in

philosophy and a special examination designed for the purpose are combined.

Tompkins Prizes in Mathematics. A foundation established by Hamilton B. Tompkins, A.M., of the class of 1865, provides two prizes for juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

Underwood Prize in Chemistry. A foundation begun by George Underwood, of the Class of 1838, and increased by J. Platt Underwood of the class of 1870, provides a prize for the senior who excels in chemistry.

Winchell Prize in Greek. A foundation established by Walter B. Winchell, M.D., of the class of 1880, provides a prize to be awarded annually, with the approval of the faculty, to the student who, beginning Greek in college, shall have the best record in six semester courses in this language.

Winslow Prize in Greek. A foundation established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

Winslow Prize in Latin. A foundation established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

Winslow Prize in Romance Languages. A foundation established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages during his college course.

Wyld Prize in German. A foundation by Lionel D. Wyld, of the class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., provides a prize to a junior or senior for excellence in German as evidenced by course work and an essay.

Essay Prizes

Dean Alfange Essay Prize. A foundation of five thousand dollars by Dean Alfange, of the Class of 1922, provides a first and a sec-

ond prize for the students writing the best essays on a feature or an issue of American constitutional government.

Cobb Essay Prize. A foundation of five hundred dollars by Willard A. Cobb, of the class of 1864, provides a prize for the student submitting the best essay on journalism.

Cunningham Essay Prize. A foundation of five hundred dollars by John Howard Cunningham, of the class of 1866, provides a prize for the senior submitting the best essay on some phase of the life of Abraham Lincoln.

Head Essay Prize. A foundation of one thousand dollars by Franklin H. Head, LL.D., of the class of 1856, provides a prize for the best senior essay upon a theme relating to Alexander Hamilton.

Hutton Essay Prize. A foundation of five hundred dollars by the Rev. William Hutton, D.D., of the class of 1864, provides a prize for the sophomore submitting the best essay on an assigned subject in the history, translations, or literature of the Bible.

Kellogg Essay Prize. A foundation of seven hundred dollars by Charles C. Kellogg, of the class of 1849, provides prizes for a junior, sophomore, and freshman who excel in English essays.

Kirkland Essay Prize. A foundation of five hundred dollars by Mrs. A. R. Kirkland provides a prize for the senior writing the best essay upon a theme in Biblical science.

Pruyn Essay Prize. A foundation of five hundred dollars by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, given on August 5, 1863, has provided for the award annually of the so-called Pruyn Medal. Under a revision of his terms, as approved by his heirs on October 26, 1933, a money prize is offered for the senior or junior writing the best essay on "The Political Duties of Educated Young Men."

Soper Essay Prize. A foundation of fifteen hundred dollars by Arthur W. Soper provides a prize for the best essay on a topic in economics assigned by the faculty. The competition is open to all seniors who are taking a second or third year-course in economics.

APPENDIX

Trustees, Faculty, Administration

Alumni Council Members

Degrees, Honors, Awards

List of Students

Index

Board of Trustees

OFFICERS

COLEMAN BURKE, *Chairman*

WILLIAM M. BRISTOL III, *Vice Chairman*

DAVID A. FRASER, *Clerk*

TRUSTEES EMERITUS

GEORGE F. GENTES, B.S., Old Lyme, Conn. (1937)*

CLANCY D. CONNELL, LL.D., Westfield, N.J. (1952)
(Alumni Trustee, 1944–51)

CHARLES F. HEMENWAY, A.B., Chicago, Ill. (1955)
(Alumni Trustee, 1947–53)

CHESTER R. DEWEY, LL.B., Utica (1951)

WILLARD B. EDDY, M.S., Rochester (1954)
(Alumni Trustee, 1946–53)

WILLIAM M. BRISTOL, Ph.B., New York (1959)
(Alumni Trustee, 1938–42, 1943–50)

LOUIS N. BROCKWAY, LL.D., Greenwich, Conn. (1958)
(Alumni Trustee, 1951–57)

WILLIS V. DAUGHERTY, LL.D., Clinton (1962)

WILLIAM C. BOLENIUS, A.B., New York (1949)

W. NIVER WYNKOOP, A.B., Syracuse (1964)

EDGAR W. COUPER, LL.D., Binghamton (1937)

GRANT KEEHN, LL.D., New York (1948)

FRED L. PALMER, A.B., Summit, N.J. (1961)
(Alumni Trustee, 1952–58)

NED DOYLE, LL.B., New York (1966)

*Year of original election as Charter Trustee

CHARTER TRUSTEES

	Elected	Term Expires
HOWARD M. BINGHAM, B.S., Asheville, N.C.	1952	1976
COLEMAN BURKE, LL.B., New York (Alumni Trustee, 1948–54)	1956	1974
WALTER BEINECKE, JR., LL.D., New York	1960	1979
WILLIAM M. BRISTOL III, A.B., Newtown, Pa.	1965	1979
RALPH E. HANSMANN, M.B.A., Ridgewood, N.J.	1969	1977
KEITH S. WELLIN, M.B.A., Greenwich, Conn.	1969	1977
SOL M. LINOWITZ, LL.B., Washington, D.C. (Alumni Trustee, 1964–70)	1970	1977
JOHN H. NIEMEYER, A.B., New York (Alumni Trustee, 1964–70)	1971	1975
LEE H. BRISTOL, JR., LL.D., Princeton, N.J.	1971	1975
RICHARD W. COUPER, LL.D., New York (Alumni Trustee, 1959–65)	1971	1978
GEORGE R. COGAR, Utica	1971	1975
EDWARD GELSTHORPE, B.S., Boston, Mass. (Alumni Trustee, 1966–72)	1972	1974
JAMES L. FERGUSON III, M.B.A., Wilton, Conn.	1973	1976

ALUMNI TRUSTEES

THE REV. FRANKLIN D. FRY, B.D., Summit, N.J.	1968	1974
THOMAS B. KELLEY, B.S., Morristown, N.J.	1968	1974
DAVID A. FRASER, LL.B., Syracuse	1969	1975
JOHN F. RUSSELL, A.B., Binghamton	1969	1975
ALFRED E. PRETTYMAN, A.B., New York	1970	1976
ROBERT R. TUPPER, A.M.P., Potomac, Md.	1970	1976
JOSEPH F. ANDERSON, A.B., New Canaan, Conn.	1971	1977
JOHN D. PHILLIPS, JR., A.B., Winchester, Mass.	1971	1977
CHESTER HAMILTON, M.B.A., Sudbury, Mass.	1972	1974
WILLIAM G. HERBSTER, A.B., Bronxville, N.Y.	1972	1975
ROBERTSON MACKAY, A.B., Hartford, Conn.	1973	1976
WALTER H. PRITCHARD, M.D., Cleveland, Ohio	1973	1977

COMMITTEES OF THE BOARD

(Chairman listed first)

(The Chairman of the Board and the President are *ex officio* members of all committees. In addition to Trustees, several Board committees also include faculty members, students, and administrative staff members.)

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The Faculty

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A.B., Pomona College; A.M. and Ph.D., University of California

Stephen Guild Kurtz (1972).....Dean of the College
A.B., Princeton University; Ph.D., University of Pennsylvania

Robin Bryan Kinnel (1966).....Associate Dean of the College
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

FACULTY EMERITUS

James Alvin Adkins (1962)...Associate Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S., Purdue University

Sidney Bachley Bennett (1930).....Secretary of Admission, Emeritus
A.B., Hamilton College

George Harvey Cameron (1932).....Professor of Physics, Emeritus
B.S., University of Saskatchewan; Ph.D., California Institute of Technology

Robert Rose Carson (1949).....Associate Professor of Speech, Emeritus
B.S., Hamilton College; A.M., Hobart College

Earl Wendell Count (1946).....Professor of Anthropology, Emeritus
A.B., Williams College; B.D., Garrett Biblical Institute;
Ph.D., University of California

John Sake Gambs (1946).....Professor of Economics, Emeritus
A.B. and A.M., George Washington University;
Ph.D., Columbia University

Charles Augustus Godcharles (1951).....Professor of Psychology, Emeritus
A.B., Bucknell University; A.M. and Ph.D., Duke University

Edgar Baldwin Graves (1927).....Professor of History, Emeritus
A.B., Haverford College; A.M. and Ph.D., Harvard University;
LL.D., Haverford College

Walter Norton Hess (1928).....Professor of Biology, Emeritus
A.B., Oberlin College; A.M. and Ph.D., Cornell University

Thomas McNaughton Johnston (1934).....Professor of English, Emeritus
B.S., Washington and Jefferson College; A.M., Tulane University;
Ph.D., Duke University

Asa Emanuel McKinney (1928).....Professor of Chemistry, Emeritus
A.B. and A.M., Indiana University; Ph.D., Cornell University

John Robert Mattingly (1931).....Professor of Latin, Emeritus
A.B., University of Chicago; Ph.D., Yale University

Colin Finnie Miller (1955).....Professor of Religion, Emeritus
A.B. and B.D., Glasgow University; D.D., Susquehanna University

George Lyman Nesbitt (1930).....Professor of English, Emeritus
A.B., Hamilton College; A.M. and Ph.D., Columbia University

Paul Parker (1948).....Professor of Art, Emeritus
A.B., University of Illinois; A.M., University of Chicago

*Year of present appointment to faculty

Philip Virgilius Rogers (1937) . . . . . Professor of Biology, Emeritus
A.B. and A.M., Hamilton College; Ph.D., Yale University

Winton Tolles (1947) . . . . . Dean of the College, Emeritus
A.B. and A.M., Hamilton College; Ph.D., Columbia University;
Litt.D., Delaware Valley College; L.H.D., Hamilton College

Mox Arthur Weber (1927) . . . . . Professor of Physical Education, Emeritus
A.B., Oberlin College; A.M., Columbia University

PROFESSORS

Edwin Blois Barrett (1950) . . . . . Professor of English
A.B., Macalaster College; A.M., University of Minnesota;
Ph.D., Columbia University

Gregory Joseph Batt (1948) . . . . . Professor of Physical Education
A.B., Colgate University

Russell Thorn Blackwood III (1957) . . . . . John Stewart Kennedy Professor of Philosophy
A.B., Dartmouth College; A.M., Colgate University;
Ph.D., Columbia University

Stephen Bonta (1961) . . . . . Professor of Music
A.B., Yale University; A.M., Columbia and Harvard Universities;
Ph.D., Harvard University

Austin Briggs, Jr. (1957) . . . . . Professor of English
A.B., Harvard University; A.M. and Ph.D., Columbia University

Robert Marcellus Browning (1949) . . . . . Marjorie and Robert W. McEwen Professor of German
A.B., William Jewell College; A.M. and Ph.D., Princeton University

Thomas Edward Colby (1959) . . . . . Professor of German
A.B., Hamilton College; A.M. and Ph.D., Princeton University

Christopher W. Covert (1966) . . . . . Director of Admission
A.B., Hamilton College; A.M., Case Western Reserve University

A. Duncan Chiquoine (1966) . . . . . Professor of Biology
A.B., Swarthmore College; Ph.D., Cornell University

Leland Earl Cratty, Jr. (1958) . . . . . Professor of Chemistry
B.S., Beloit College; Ph.D., Brown University

Donald John Denney (1957) . . . . . Professor of Chemistry
B.S., University of Pennsylvania; Ph.D., Brown University

A. R. C. Duncan (1973) . . . . . Truax Visiting Professor of Philosophy*
A.M., University of Edinburgh

David Maldwyn Ellis (1946) . . . . . P. V. Rogers Professor of American History
A.B., Hamilton College; A.M. and Ph.D., Cornell University

John Francis Ellis (1959) . . . . . Professor of Biology
A.B. and A.M., Amherst College; Ph.D., University of Edinburgh

Nicolas John Gerold (1951) . . . . . Stone Professor of Biology
A.B. and M.S., Brown University; Ph.D., Cornell University

*2nd semester, 1973–74

Franklin Grant Hamlin (1948) . . . . . Professor of French
A.B., Bowdoin College; A.M. and D.M.L., Middlebury College;
Diplôme de l'Ecole Supérieure des Professeurs de Français à
l'Etranger, Université de Paris

David Hawley (1954) . . . . . Professor of Geology
B.S., University of Vermont; M.S., Cornell University;
Ph.D., Columbia University

James Franklin Hunt* (1946) . . . . . Professor of Education
B.S., University of Pennsylvania; M.S., Massachusetts State College;
Ph.D., Yale University

Donald Maxstadt Jones† (1949) . . . . . Professor of Physical Education
B.S. and A.M., Rutgers University

Stephen Guild Kurtz (1972) . . . . . Professor of History
A.B., Princeton University; Ph.D., University of Pennsylvania

Edwin Borden Lee (1958) . . . . . Professor of History
A.B., Duke University; A.M. and Ph.D., Columbia University

Otto Karl Liedke (1934) . . . . . Munson Professor of the German Language and Literature
Berlin Oberrealschule; A.M. and Ph.D., Cornell University

Dwight Newton Lindley (1952) . . . . . Hamilton B. Tompkins Professor of English Literature
A.B., Hamilton College; A.M. and Ph.D., Columbia University

Eugene Milton Long (1953) . . . . . Professor of Physical Education
B.S. and M.S., State University of New York College at Cortland

Lawrence Robert McManus (1960) . . . . . Professor of Biology
B.S., M.Ed., and Ph.D., Cornell University

Marcel Ian Moraud (1950) . . . . . Burgess Professor of Romance Languages
Baccalauréat ès Lettres, Limoges; A.M., University of Texas;
Licence ès Lettres and Diplôme, D'Etudes Supérieures;
Doctorat d'Université de Paris

C. Stanley Ogilvy (1953) . . . . . Samuel F. Pratt Professor of Mathematics
A.B., Williams College; A.M., Columbia University;
Ph.D., Syracuse University

James Penney‡ (1948) . . . . . Professor of Art
B.F.A., University of Kansas

Walter Pilkington (1952) . . . . . Librarian
A.B., Brown University; A.M., University of Chicago

Donald Brandreth Potter (1954) . . . . . Professor of Geology
A.B., Williams College; A.M., Brown University;
Ph.D., California Institute of Technology

Channing Bulfinch Richardson (1952) . . . . . Henry P. Bristol Professor of International Affairs
A.B., Amherst College; Ph.D., Columbia University

James Walter Ring (1957) . . . . . Professor of Physics
A.B., Hamilton College; Ph.D., University of Rochester

*On leave, 2nd semester, 1973–74

†On leave, 1st semester, 1973–74

‡On leave, 1973–74

Landon Gale Rockwell (1950) . . . . . James S. Sherman Professor of Political Science
A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Charles Lafayette Todd (1959) . . . . Upson Professor of Rhetoric and Oratory
B.S., Hamilton College; A.M., Columbia University

Sidney Wertimer, Jr.* (1952) . . . . . Leavenworth Professor of Economics
B.S., University of Pennsylvania; A.M., University of Buffalo;
Ph.D., London School of Economics

Lawrence Karn Yourtee (1948) . . . . . Childs Professor of Chemistry
B.S., Washington College; M.S., Georgia Institute of Technology;
Ph.D., University of Texas

ASSOCIATE PROFESSORS

John Timothy Anderson (1967) . . . . . Associate Professor of Mathematics
A.B., Hamilton College; Ph.D., Duke University

R. Gordon Bingham, Jr. (1972) . . . . . Dean of Students
A.B., Middlebury College; A.M., Northwestern University

John Martin Carovano (1963) . . . . . Associate Professor of Economics
A.B., Pomona College; A.M. and Ph.D., University of California

Rand Carter (1970) . . . . . Associate Professor of Art
A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Rouben C. Cholakian† (1963) . . . Associate Professor of Romance Languages
A.B., Bates College; A.M. and Ph.D., Columbia University

James Steele Allison Cunningham (1968) . . . . Associate Professor of Classics
A.M. and B.D., University of Glasgow; B.Litt., University of Oxford;
A.M. and Ph.D., Princeton University

James Bolton Davis (1958) . . . . . Associate Professor of French
A.B., Williams College; A.M., Middlebury College;
Ph.D., University of Pennsylvania

George Albert Gescheider‡ (1964) . . . . . Associate Professor of Psychology
B.S., Denison University; M.S., Tulane University;
Ph.D., University of Virginia

Grant D. Jones (1968) . . . . . Associate Professor of Anthropology
A.B., Florida State University; A.M. and Ph.D., Brandeis University

Robin B. Kinnel (1966) . . . . . Associate Professor of Chemistry
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Eugene Lewis (1967) . . . . . Associate Professor of Government
A.B., Temple University; A.M., Indiana University;
Ph.D., Syracuse University

David Richard Millar (1963) . . . . . Associate Professor of History
A.B. and A.M., George Washington University;
Ph.D., Cornell University

*On leave, 1973–74

†Director, junior year in France, 1973–74

‡On leave, 1st semester, 1973–74

Philip M. Pearle* (1969) . . . . . Associate Professor of Physics
B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Robert Leonard Simon (1968) . . . . . Associate Professor of Philosophy
A.B., Lafayette College; Ph.D., University of Pennsylvania

Joseph A. Trovato (1973) . . . . . Visiting Associate Professor of Art
D.F.A., Hamilton College

Frederick R. Wagner (1969) . . . . . Associate Professor of English
A.B., A.M., and Ph.D., Duke University

Valerie M. Warrior (1973) . . . . . Associate Professor of Classics
M.A., McMaster University; Ph.D., University of London

Jay Gomer Williams (1960) . . . . . Associate Professor of Religion
A.B., Hamilton College; B.D., Union Theological Seminary;
Ph.D., Columbia University

Warren Earl Wright (1960) . . . . . Associate Professor of Speech
A.B. and A.M., Emerson College; Ph.D., University of Illinois

ASSISTANT PROFESSORS

Robert C. Allen (1973) . . . . . Assistant Professor of Economics
A.B., Carleton College

Peter R. Atwood (1971) . . . . . Assistant Professor of Mathematics
B.S., Trinity College; M.A., Princeton University

Norman E. Bowie (1969) . . . . . Assistant Professor of Philosophy
A.B., Bates College; Ph.D., University of Rochester

Melvin Becker Endy, Jr. (1966) . . . . . Assistant Professor of Religion
A.B., Princeton University; B.D., Yale University Divinity School;
A.M. and Ph.D., Yale University

Stephen E. Frantzich (1973) . . . . . Assistant Professor of Government
A.B., Hamline University; Ph.D., University of Minnesota

Joseph V. Guillotte III (1973) . . . . . Assistant Professor of Anthropology
A.B., University of Southwestern Louisiana

Michael H. Haltzel (1971) . . . . . Assistant Professor of History
A.B., Yale University; M.A. and Ph.D., Harvard University

Douglas J. Herrmann (1973) . . . . . Assistant Professor of Psychology
B.S., U.S. Naval Academy; M.S. and Ph.D., University of Delaware

G. Bradley Huff (1972) . . . . . Assistant Professor of Physics
A.B., Hamilton College; M.A.T., Harvard University;
M.S., University of Washington

Derek C. Jones (1972) . . . . . Assistant Professor of Economics
A.B., University of Newcastle on Tyne; M.S., London School of
Economics; A.M., Cornell University

Bruce F. Kaufmann (1972) . . . . . Assistant Professor of English
A.B., Grinnell College; A.M., University of Toronto

Steven J. Lee (1973) . . . . . Assistant Professor of Chemistry
A.B., Cornell; Ph.D., University of Rochester

*On leave, 1973–74

Frederick Wellington MacDonald, Jr. (1966) ..... Assistant Professor of Physical Education
B.S. and M.S., Springfield College

Ivan Marki (1965) ..... Assistant Professor of English
A.B., University of Alberta; A.M., Columbia University

Jeremy Tyler Medina (1968) ..... Assistant Professor of Spanish
A.B., Princeton University; A.M., Middlebury College;
Ph.D., University of Pennsylvania

Peter J. Millet (1968) ..... Assistant Professor of Physics
B.S., Rensselaer Polytechnic Institute;
M.S. and Ph.D., Syracuse University

Thomas E. Murphy (1970) ..... Assistant Professor of Physical Education
B.S. and M.Ed., Springfield College

John H. O'Neill (1972) ..... Assistant Professor of English
B.S., Wisconsin State University;
A.M. and Ph.D., University of Minnesota

Anne W. Patenaude (1973) ..... Assistant Professor of English
A.B., Wellesley College; A.M., University of Michigan

Gordon D. Pritchett (1972) ..... Assistant Professor of Mathematics
A.B., Williams College; M.A. and Ph.D., University of Wisconsin

Frederick Hull Roth, Jr. (1971) ..... Assistant Professor of English
A.B., Yale University; A.M., Columbia University;
Ph.D., University of Virginia

Javad K. Shirazi (1973) ..... Visiting Assistant Professor of Economics
A.B., Claremont College; A.M., Harvard University

David L. Smallen (1972) ..... Assistant Professor of Mathematics
B.S. and M.S., State University of New York at Albany;
Ph.D., University of Rochester

William G. Snead (1970) ..... Assistant Professor of Economics
A.B., A.M. and Ph.D., University of California at Berkeley

Lee Seaman Spear (1973) ..... Assistant Professor of Music
A.B., Oberlin College

Annette Stoller (1973) ..... Assistant Professor of English
A.B., City College of the City University of New York;
M.A.T., Brown University

Richard P. Suttmeier* (1970) ..... Assistant Professor of Government
A.B., Dartmouth College; Ph.D., University of Indiana

Jose Tato (1967) ..... Assistant Professor of Spanish
B.A. and S., Camaguey Institute; LL.D., University of Havana;
A.M. and Ph.D., Rutgers, the State University

Joel W. Tibbetts (1970) ..... Assistant Professor of Religion and College Chaplain
A.B., Swarthmore College; B.D., Vanderbilt University

James F. Traer* (1969) ..... Assistant Professor of History
A.B., College of Wooster; A.M., J.D. and Ph.D., University of Michigan

*Director, semester in Washington, 1st semester, 1973–74

Manfred Von Schiller (1959) ..... Assistant Professor of Physical Education
B.S., State University of New York, College at Brockport;
A.M., St. Lawrence University

Jonathan Vaughan (1971) ..... Assistant Professor of Psychology
A.B., Swarthmore College; M.A. and Ph.D., Brown University

David R. Wright (1973) ..... Assistant Professor of Art History
A.B., Princeton University; A.M. and Ph.D., Columbia University

David N. Young (1969) ..... Assistant Professor of Russian
A.B., Princeton University; A.M. and Ph.D., Columbia University

LECTURERS

Patricia F. Cholakian† (1971) ..... Lecturer in French
A.B., Bates College; A.M., Middlebury College

Francoise Davis (1971) ..... Lecturer in French
License-ès-lettres, Université de Bordeaux

Elizabeth Muir Ring* (1968) ..... Lecturer in Philosophy
A.B. and A.M., University of Manitoba

INSTRUCTORS

Steven J. Heckler (1972) ..... Instructor in Physical Education
B.S., West Chester State College

David E. Rigsbee (1972) ..... Instructor in English
A.B., University of North Carolina; A.M., The Johns Hopkins University

William M. Youngs (1973) ..... Instructor in Psychology
B.S., Beloit College

PART-TIME INSTRUCTORS

Stephen Best ..... Part-time Instructor in Music
(organ, harpsichord and basic piano)
A.B. and M. Mus., Syracuse University

John Flaver ..... Part-time Instructor in Music (woodwind ensembles)

Isabel Howlett ..... Part-time Instructor in Education
A.B., Syracuse University

Mary Armistead Jones ..... Part-time Instructor in Music (voice)
M. Mus., Yale University

*On leave, 2nd semester, 1973–74

†On leave, 1973–74

ATHLETIC COACHES

Gregory Joseph Batt.....Head Coach, Hockey and Tennis
A.B., Colgate University

Gary Button.....Assistant Coach, Football
A.B., Colgate University

E. John Effinger.....Assistant Coach, Football
A.B., Hamilton College; A.M., Wake Forest University

Andrew Guzzetti.....Assistant Coach, Football
A.B., Utica College

Steven J. Heckler.....Head Coach, Baseball; Trainer
B.S., West Chester State College

Donald Maxstadt Jones.....Head Coach, Football and Golf
B.S. and A.M., Rutgers University

Robert J. King.....Assistant Coach, Football*
B.S., California State College (Pa.);
M.S., State University of New York at Potsdam

Eugene Milton Long.....Head Coach, Track and Field and Cross-Country
B.S. and M.S., State University of New York College at Cortland

Richard Loomis.....Assistant Coach, Football
B.S., State University of New York College at Cortland

Frederick W. MacDonald, Jr.....Head Coach, Swimming
Assistant Coach, Soccer and Lacrosse
B.S. and M.S., Springfield College

Thomas E. Murphy.....Head Coach, Basketball;
Assistant Coach, Football and Track and Field
B.S. and M.Ed., Springfield College

Robert L. North.....Freshman Coach, Basketball
B.S., Utica College

J. C. Pitarresi.....Assistant Coach, Football
A.B., Hamilton College

Manfred Von Schiller.....Head Coach, Soccer and Lacrosse
B.S., State University of New York College at Brockport;
A.M., St. Lawrence University

*Acting head football coach, 1973–74

STANDING COMMITTEES OF THE FACULTY, 1973-74

(Chairman listed first; the President is an *ex officio* member of all committees)

ACADEMIC COUNCIL: Kurtz, Bonta, Marki, Millet, Traer

ACADEMIC POLICY: Blackwood, Browning, G. Jones, Kurtz, E. Lee, Snead, Yourtee, Wagner, Williams

ADMISSION AND FINANCIAL AID: Covert, Bingham, Bowie, Cratty, Effinger, Kinnel, E. Lee, Millar, Roth, Wilson

APPOINTMENTS: Ogilvy, Lindley, Potter

BOARD OF REVIEW: Kinnel, Anderson, Bingham, Hamlin, Medina, Marki

FACULTY HOUSING: Williams, Browning, Carovano, J. Ellis, Millet

LECTURES, MUSIC AND EXHIBITIONS: Todd, Carter, Snead and Kirkland members

READING: Wagner, Endy, Potter

JOINT LIBRARY: Chiquoine, Carovano, Ogilvy, O'Neill, Pilkington and Kirkland members

STUDENT ACTIVITIES: Bingham, Anderson, Davis, Endy, Haltzel, Simon

Administrative Officers and Staff

Office of the President

John Martin Carovano, Ph.D. ..... *Acting President*
John G. Mavrogenis, M.S. ..... *Assistant to the President*

Office of the Provost

John Martin Carovano, Ph.D. ..... *Provost*
Ronald F. MacDonald, A.B. ..... *Controller*
Alan H. O'Brien, B.S. ..... *Chief Accountant*
John H. Kreinheder, B.S. ..... *Director of Planning*
Gerald Leuiken, A.B. ..... *Director of Physical Plant*
Robert J. Fauss, Jr. ..... *Assistant Director of Physical Plant*
Arthur G. Jewett ..... *Assistant Director of Physical Plant*
Palmer N. Fargnoli, A.M. ..... *Registrar*
Kenneth P. Kogut, M.Ed. ..... *Director of Financial Aid*
Andrew W. Wertz, A.B. ... *Director of the William M. Bristol Campus Center*
David A. Cannamela ..... *Manager of the College Store*
Beatrice Lieberman, A.B. ..... *Director of the Career Center*
Mrs. Lettie Tourville ..... *Supervisor of the Edward W. Root Art Center*

Office of the Dean

Stephen G. Kurtz, Ph.D. ..... *Dean*
Robin B. Kinnel, Ph.D. ..... *Associate Dean*
R. Gordon Bingham, Jr., A.M. ..... *Dean of Students*
Joel W. Tibbetts, B.D. ..... *Chaplain*
C. Christine Johnson, A.B. . *Director, Higher Education Opportunity Program*

Office of Resources and Development

Robert B. Brooks, A.B. ..... *Director of Development*
George Newman, M.S. ..... *Director of Public Relations*
Orville H. Goplen, B.S. ..... *Assistant Director of Public Relations*
W. Jackson Woodin, Jr., A.B. ..... *Director of Alumni Affairs*

Office of Admission

Christopher W. Covert, A.M. ..... *Director of Admission*
Edward B. Wilson, A.B. ..... *Associate Director of Admission*
E. John Effinger, A.M. ..... *Assistant Director of Admission*

The Library

Walter Pilkington, A.M. ..... *Librarian*
Mrs. Vittoria I. Mondolfo, Dott. Chim. ..... *Head of Technical Processes*
Frank K. Lorenz, M.L.S. ..... *Reference Librarian*
Ronald F. Dow, M.L.S. ..... *Assistant Reference Librarian*
Joan Wolek ..... *Interlibrary Loan Librarian*
Mrs. Helene M. Browning ..... *Circulation Librarian*
Mrs. L. Evelyn Canfield ..... *Assistant Circulation Librarian*
Abigail Morton ..... *Order Librarian*
Mrs. Ruth Melvin ..... *Serials Librarian*
Mrs. Marion E. Baltz ..... *Assistant Cataloguer*
Mrs. Betty O'Brien ..... *Science Librarian*

Thomas Brown Rudd Health Center

Leon M. Roe, M.D. ..... *Medical Director*
John F. Parker, M.D. ..... *Physician*
Don T. Muilenberg, Ph.D. ..... *Clinical Psychologist*
Mrs. Jeanne Culkin, R.N. ..... *Supervising Nurse*
Mrs. Ellen Conway, R.N. ..... *Nurse*
Mrs. Paula M. Lorraine, R.N. ..... *Nurse*
Mrs. Martha McNeill, R.N. ..... *Nurse*
Mrs. Barbara Faville, R.T. ..... *X-ray and Lab Technician*

Minor Theater

Paul R. Cooper, Ph.D. ..... *Director of Theater*

ALUMNI COUNCIL MEMBERS 1973–74

These and other alumni are excellent sources of information about Hamilton College and welcome inquiries from those interested.

ARIZONA

Tucson
R. Philip Fahringer '60
8747 E. Dexter Drive (85715)

CALIFORNIA

San Francisco
Bernard J. Mikell '60
401 California Street (94104)

COLORADO

Lakewood
William D. Rogers '43
890 Holland Street (80215)

CONNECTICUT

Riverside
Ralph W. Rogers '53
148 Lakewood Road (06878)

West Simsbury
Richard J. Miller '56
30 Meadowlark Road (06092)

MARYLAND

Bel Air
Albert J. McGann '57
600 Idlewild Road (21014)

MASSACHUSETTS

Weston
Jonathan E. Slater '58
270 Boston Post Road (02193)

MICHIGAN

Grosse Pointe
John E. Williams, Jr. '44
233 Merriweather Road (48236)

NEW JERSEY

Chatham
Thomas D. Gregory '50, *Vice-Chairman*
108 Hillside Avenue (07928)

John T. Mapletoft '50
23 Inwood Circle (07928)

Short Hills
S. Gilmer Towell '50
96 Old Hollow Road (07078)

NEW YORK

Chappaqua
Hadley S. Roe '60
112 Devoe Road (10514)

Clinton
Gilbert F. Adams '45
99 Campus Road (13323)

Cortland
William J. Pomeroy '68
16 Tompkins Street (13045)

Delmar
Frederick C. Burdick '53
69 Mosher Road (12054)

Great Neck
Allan Stone '45
13 Grenfell Drive (11020)

Ithaca
Joseph B. Bugliari '53
92 Ithaca Road (14850)
Jaime E. Yordan '71
508 Stewart Avenue (14850)

Kenmore
Donald L. Conover '68
367 Nassau Avenue (14217)

Larchmont
F. Peter O'Hara '57
61 Vine Road (10538)

New York City
H. Allen Carroll '38
680 Fifth Avenue (10019)

Daniel R. Murdock '59
Donovan, Leisure, Newton & Irvine
2 Wall Street (10005)

Charles O. Svenson '61
c/o Goldman Sachs & Co.
5th Floor
55 Broadway (10004)

New Hartford
Jack B. Riffle '50
115 Paris Road (13413)

New Rochelle
Milton P. Kayle '43
4 Fieldmere Street (10804)

Rochester
John F. Mahon '53, *Vice-Chairman*
700 Midtown Tower (14604)

Rev. James A. Rockwell '35
76 Bright Oaks Drive (14624)
James D. Ryan '54
152 Shoreham Drive (14618)

Rye
John K. Hutchens '26
306 Milton Road (10580)

PENNSYLVANIA

Allison Park
John K. Backus '46
9441 Katherine Drive (15101)

Indiana
Darwin R. Pickard '27
339 W. 9th Street (15701)

SOUTH CAROLINA

Sumter
James P. Balch '55, *Chairman*
823 Broad Street (29150)

WASHINGTON

Seattle
Richard S. White '41
833 36th Avenue East (98102)

1973
DEGREES IN COURSE

Bachelor of Arts

William Curtis Adams
David Robert Aiello
Eric Allen
John Taylor Arms IV
Jerry Lewis Avington
Paul Worthing Baker
David Sherman Bailey
John Newton Beck
David Alan Behnke
Michael Thomas Bennett
Scott Dickson Bennett
Henry David Berman
Peter Samuel Bernstein
Jefferson Wentworth Boone
Stephen Mark Bowman
James Leland Bramley
James Steven Braude
Christopher M. F. Brdlik
Robert George Brewer, Jr.
John Paul Brisotti
Thomas Joseph Broderick
Timothy Michael Brooks, ΦBK
Dow Edward Brophy
Peter Lewis Brophy
Peter Donaldson Brown
Roderick Roosevelt Brown
William Kelly Brown
Owen John Burns
Craig Hoskins Caldwell
James Glen Campbell
James Harold Caraher, Jr.
Thomas MacDonald Cardamone
Richard James Carmer
Douglas Alasdair Carmichael
Brian Arthur Caswell
Brian Thomas Cavanagh
Jeffrey Fairchild Chapin
Thomas Herbert Clemow
Michael Cornelius Clinger
Theodore Donald Close
Charles Theodore Coleman
Michael Arnold Commerford
Juan Manuel Copado T.
Paul Jude Corrado
Steven Arnold Cotten
John Anthony Covino
Frank John Cutolo, ΦBK
Richard Barton Davies
William Michael Christopher Thomas Delaney
Richard Keith DeLemos
Thomas Dickson III
Arthur Howard Domby
Timothy James Downey
John Howard Eager IV
David Day Earle
Richard Petit Eckman
George William Edwards III
Warren Joseph Eisenstein
Douglas R. Eitelman
James Theodore English
William Dawson Fearnow
Michael Andrew Feder
Charles Timothy Fetscher
John Austin Finan
Alan Jeffrey Fisher
Nathan Follansbee
Richard Daniel Foltz
John Clark Francett
Alan Roy Friedman, ΦBK
Edwin Rockwell Frownfelter
Stephen Wallace Gebo, ΦBK
Fred Jay Gitner
Kenneth Malcolm Givens, Jr.
Jeffrey Edward Gorrin
George Edward Granata
John Aaron Graveley, Jr.
Timothy James Greenwood
Kevin C. Groppe
Robert Hilton Hacker
Joseph Kalil Hage
Judson Best Hall
John Thomas Hamilton, Jr.
Stuart James Hamilton, ΦBK
William Logan Hardy
Stephen Milton Hayden
Stuart Dale Hayes
Garrett James Hayner
Thomas Jerome Herr
Steven Ruxton Hiler
Mark Andrew Hoch
Thomas Smith Hogeboom
Bruce Eric Hogman
Thomas Frederick Horn
Stephen Earle Humphrey
Robert Thomas Hutton

Lambros Andrew Iossif
Frank Perkins Jacobs
J. Douglas Janes
Douglas Alan Jones
Timothy Peter Jones
John Winthrop Judson
Thomas Michael Kapusta
Richard Andrew Kavesh
Robert Kapriel Kazanjian
Marc Sheldon Keller, ΣΞ
Stuart Jon Kestenbaum
James Bradley Knodel
Ronald Steven Kochman, ΦPK
Richard DeWitt Koelbl
Robert Wallace Kuntz, Jr.
Marvin Richard Kwartler, ΦBK
William Winfield Lambdin
Steven Denis Lawrence
Clyde M. Leff, ΦBK
Theodore Bart Leinwand
Leonard Robert Levitt
Nils Marten Hakansson Liander, ΦBK
Richard Glynne Lloyd, ΦBK
Douglas Stillman Mackay
Kevin Ian MacKenzie, ΦBK
Eugene Carl Malarsky
Raymond Louis Malfer
Allan Malkis
Kurt John Marfurt
Nelson Eduardo Marquina
Peter Sutton Marshall
Robert William Martin, Jr.
Robert Owen Matthews
David Thomas McClelland
James Craig McCrea III
David Arthur McKay
Paul Vincent Meichelbeck
Reed Hess Messmore
Cecil B. Middleton
Peter Thomas Moeller
Michael James Murphy
Robert Elwood Navin, Jr.
Jonathan Merrill Nelson
David Steven Nemens
Robert Andrew Nickerson
James Matthew Noonan
Earle Dennis Oakes, Jr.
Robert William O'Connor
Philip Daniel O'Neill, Jr.
John Arthur Oster, Jr.
Thomas Philip Palmer
Howard David Pariser
Richard Walter Pastor
George Jeffry Paton
Richard Ewing Patrick
William Hiram Payne, Jr.
George Henry Pendergast, Jr.
Robert Warden Phillips
John Anthony Placona
William E. Platow
Arthur Lewis Poch
David Emerson Pullen
Richard I. Queen
Patrick James Quinn
David Benjamin Rausher
John Thomas Reagan
Joseph Oren Reagan
Thomas Edward Reilly
Mark Rice
Mark Edward Richard, ΦBK
Bruce Gunning Rinker
David A. Robertson
Theodore Boettger Roessel, Jr.
Robert Damien Rooney
Gregory A. Root
Arthur Marc Rosenfeld
Edward Anthony Roston
Jonathan Boon Rothbard
Michael John Rowan
Ira Paul Rubenstein
Michael Joseph Rushman, ΦBK
Stephen Irving Sadove
Richard A. Santa
Joseph Anthony Savery
Roy Hart Schecter, ΦBK
Frederic Peter Schloerb
Andrew Ian Schoenholtz
Michael J. Serino
Josiah James Linsly Simpson, Jr.
Stephen Castle Small
Dana Bruce Smith
Roger John Soderberg
Michael Ida Solomon
Andrew Sopchak
Geoffrey Head Sottong
Benjamin Gillan Soule
Peter Joseph Spellane
Steven Edward Charles Sroczynski
Wayne Anthony Stabile
Scott Evans Sterling
Ralph Peter Stocker, Jr.
John Stephen Stroebel, ΦBK
Joel Andrew Swetow, ΦBK
Stephen Joseph Tafaro
Walter Bernard Taylor
J. D. Temme

Robert Clifford Thompson, Jr.
Thomas Andrew Thompson
Eric Gustave Thorkilsen
Samuel Raymond Tillett, ΦBK
Michael Charles Toddings
Douglas Wah Kwai Tom
Gary Stephen Vensel
James Stockard Vicks, ΣΞ
John Nicholas Villios
David Todd Voorhees
Christopher Alastair Wagner
John Matthew Wallace
David Curtis Warren
Robert Mark Wasko
Michael Jerome Waters
Henry Broadwell Watkins III
Peter Shaffer Watrous, ΦBK
Robert Worthing Webb
Steven Jay Weisman
Peter Mitchell Wenigmann
Charles Lawrence Whittemore
John Abbot Willand
Stephan Theofil Williams
William Earle Williams
Donald Thomas Williamson, ΦBK
William Joseph Wilson
Gregory S. Woods
Benedict Shaoheng Wu
Cheung Cho Yue, ΦBK, ΣΞ
John Frederick Zaehringer
Patrick Joseph Zaiden
Paul Victor Zaphiriou, ΦBK
Peter William Zicari
Robert A. Ziegler, Jr.

HONORARY DEGREES

DOCTOR OF LAWS ..... Dale Raymond Corson, Frederick O'Reilly Hayes, '44, Vernon Eulion Jordon, Jr., Elisabeth Luce Moore

DOCTOR OF LETTERS ..... Ada Louise Huxtable

DOCTOR OF SCIENCE ..... William Howell Masters, '38

DOCTOR OF HUMANE LETTERS ..... Danny Kaye, Keyes D. Metcalf, Sir John Wolfenden

FELLOWSHIPS AND SCHOLARSHIPS

Valedictorian of the Class of 1973—
The George Lyman Nesbitt Prize ..... Alan Roy Friedman

Salutatorian of the Class of 1973—
The George Lyman Nesbitt Prize ..... Cheung Cho Yue

Robert A. Bankert, Jr., Scholarship ..... Richard Mark Badger

Bennett Prize Scholarship ..... Gordon D. Kaye

Curran Prize Scholarship ..... Robert A. Bonomo

Captain Gerald Fitzgerald Dale Senior Scholarship ..... Richard Braverman

Duell German Scholarship ..... Mark Macaulay Farrell

Dr. Edward Fitch Prize Scholarship in Greek ..... *Tied*
William Duncan Stalker, Gordon Blagbrough

Dr. Edward Fitch Prize Scholarship in Latin ..... William Duncan Stalker

Henry M. Love Scholarship ..... *Tied*
James Steven Braude, Arthur Lewis Poch

Harold H. Reed Prize Scholarship ..... Peter William Sluys

Frank Humphrey Ristine Scholarship ..... William Douglas Pum

Arthur W. Soper Latin Scholarship ..... William Harvey Song

Winton Tolles Scholarship ..... Steven Arnold Cotten

Vrooman Prize Scholarship ..... David George Schutt

HADLEY S. DEPUY CAMPUS SERVICE AWARDS

Jerry Avington
Robert G. Brewer
Owen J. Burns
Robert K. Kazanjian
James C. McCrea
Dennis E. Oakes
Mark E. Richard
Peter J. Spellane
Thomas A. Thompson
John K. Zaeringer
Patrick J. Zaiden

DEPARTMENTAL HONORS

ANTHROPOLOGY: David Day Earle

ART: John Aaron Graveley, Jr., Mark Andrew Hoch, J. Douglas Janes, Peter Sutton Marshall, Cecil B. Middleton, Michael Jerome Waters

BIOLOGY: James Leland Bramley, James Steven Braude, Theodore Donald Close, Thomas Smith Hogeboom, Robert Wallace Kuntz, Jr., Arthur Lewis Poch, John Thomas Reagan

CHEMISTRY: Marc Sheldon Keller, Robert Owen Matthews, Steven Jay Weisman, Cheung Cho Yue

ECONOMICS: Stuart James Hamilton, Robert Kapriel Kazanjian, Robert William Martin, Jr., Gregory A. Root, Michael Joseph Rushman, John Matthew Wallace, John Frederick Zaehringer, Paul Victor Zaphiriou

ENGLISH: John Taylor Arms IV, Owen John Burns, Timothy James Downey, Kenneth Malcolm Givens, Jr., Theodore Bart Leinwand, Kevin Ian MacKenzie, David Arthur McKay, David Steven Nemens, Roy Hart Schecter, Ralph Peter Stocker, Jr.

FRENCH: Stephen Mark Bowman, Timothy Michael Brooks, James Theodore English, Kurt John Marfurt, Andrew Ian Schoenholtz, John Nicholas Villios

GEOLOGY: George Edward Granata, Thomas Frederick Horn, Frederic Peter Schloerb

GERMAN: Henry David Berman, John Stephen Stroebel

GOVERNMENT: Thomas Philip Palmer, Gary Stephen Vensel

HISTORY: James Glen Campbell, Michael Cornelius Clinger, John Anthony Covino, Alan Roy Friedman, Stephen Wallace Gebo, Jeffrey Edward Gorrin, Stephen Earle Humphrey, Nils Marten Hakansson Liander, William E. Platow, Richard I. Queen, Robert Damien Rooney, Michael John Rowan

MATHEMATICS: Theodore Donald Close, Stuart James Hamilton, Robert Worthing Webb

MODERN LANGUAGES: Douglas Alasdair Carmichael, Fred Jay Gitner, Ronald Steven Kochman

MUSIC: James Harold Caraher, Jr.

PHILOSOPHY: Clyde M. Leff, Mark Edward Richard

PHYSICS: Kurt John Marfurt, James Stockard Vick

PSYCHOLOGY: David Robert Aiello, Alan Jeffrey Fisher, Marvin Richard Kwartler, Patrick James Quinn, Peter Shaffer Watrous, Charles Lawrence Whittemore

RELIGION: William Logan Hardy, Stuart Dale Hayes, Stuart Jon Kestenbaum, George Jeffry Paton, Gregory S. Woods

STUDENT SENATE AWARDS

ANTHROPOLOGY ..... David Earle and Peter W. Zicari
ART ..... Cecil Middleton
ECONOMICS ..... Stuart Hamilton
EDUCATION ..... Steven Cotton
ENGLISH ..... Kevin McKenzie
FRENCH ..... Timothy Brooks
GOVERNMENT ..... Richard Kavesh
MATHEMATICS ..... Robert Webb
MUSIC ..... James Caraher
RUSSIAN ..... Douglas Carmichael
COMMUNITY SERVICE AWARD ..... Thomas J. Herr

PRIZES

The Academy of American Poets ..... *First*, Jordan Fredrick Smith
Honorable Mention, Charles Liebling
Dean Alfange Essay Prize ..... Stephen Wallace Gebo
Babcock Prize in Philosophy and Pedagogy ..... Clyde M. Leff
Brockway Prize ..... James C. Pechmann
Benjamin Walworth Arnold Prize Scholarships
Senior, William Douglas Pum
Junior, Chak Yuen Tso
Sophomore, Vijay Murgai
Clark Prize Oration ..... Robert Damien Rooney
Cobb Essay Prize ..... Robert Warden Phillips
Nelson Clark Dale, Jr., Prize in Music ..... James Harold Caraher, Jr.
Darling Prize in American History ..... Donald Thomas Williamson
Fayerweather Prize Scholarships ..... James C. Pechmann
Fulbright Fellowship ..... Stuart James Hamilton, Jeffrey Bradford, Vijay Murgai, Lawrence S. Tannenbaum, Douglas Marl Spirduso
Gélas Memorial Prize ..... Andrew Sopchak
Edgar Baldwin Graves Prize in History ..... Alan Roy Friedman
Hawley Prize in Greek ..... Ronald Murray Turbayne
Hawley Prize in Latin ..... William Duncan Stalker
Holbrook Prize in Biology ..... Thomas Smith Hogeboom
Edward Huntington Memorial Mathematics Scholarship
John Joseph Donohue
Hutton Essay Prize ..... John A. Helander, Jr.
Thomas McNaughton Johnston Prize in English .... Charles Thomson Verrill
Wallace Bradley Johnson Prize ..... *First*, Kevin C. Groppe
Tied, Second, Mary Ann Anderson and David Steven Nemens
Kellogg Essay Prize ..... Stephen A. Krensky
Kneeland Prize ..... Charles Benner Earle

McKinney Prize Debate ..... Robert Damien Rooney
McKinney Prize Speaking Contest ..... *Freshman, First,* Barry Steven Seltzer
Second, Bruce Alan Lieberman
Sophomore, First, Geoffrey Everett Lawrence, Jr.
Second, Peter William Sluys
Junior, First, Louis Levenson
Second, George Daniels Baker, Jr.
James Soper Merrill Prize ..... Robert Kapriel Kazanjian
Norton Prize ..... *Tied,* Marc Sheldon Keller and Cheung Cho Yue
Oren Root Prize Scholarships in Mathematics ..... *First,* Chak Yuen Tso
Second, Kent Michael Kalina
Pruyn Essay Prize ..... Edwin Rockwell Frownfelter
Putnam Prize in American History ..... John Anthony Covino
Rogers Prize in Geology ..... Frederic Peter Schloerb
Soper Essay Prize ..... Paul Victor Zaphiriou
Southworth Prize in Physics ..... James Stockard Vick
Squires Prize in Philosophy ..... Mark Edward Richard
Tompkins Prizes in Mathematics ..... *First,* Robert Hanek
Second, Anthony Julius LoFaso
Underwood Prize in Chemistry ..... Cheung Cho Yue
Thomas J. Watson Fellowships ..... William Michael Christopher
Thomas Delaney and Roy Hart Schecter
Winslow Prize in Greek ..... Ronald Murray Turbayne
Winslow Prize in Latin ..... Peter Allington Marks
Winslow Prize in Romance Languages ..... Louis Levenson
Wyld Prize in German ..... Fred Jay Gitner

List of Students

CLASS OF 1974

Ackerman, Bruce P., Larchmont
Ahlert, Arnold T., Scarsdale
Allen, John C., Cortland
Allers, Harry R., Vestal
Almanas, Robert C., Johnson City
Androski, Paul M., Richfield Springs
Anthony, Charles P., Mohawk
Antony, Michael G., Brooklyn
Applegate, Stephen H., Ilion

Baird, John L., Utica
Baker, George D., Mineola
Barber, Nathaniel A., Brooklyn
Beaumont, Jeffrey W., Latham
Beck, Hamilton H., Rochester
Beckjord, Walter R., Cincinnati, Ohio
Bellows, George F., W. Springfield, Mass.
Bippart, Peter E., Morristown, N.J.
Bloch, Frederic L., Eastchester
Bochat, Kenneth F., Dix Hills
Bogucki, Christopher J., North Haven, Conn.
Bogusch, Richard D., Doylestown, Pa.
Bond, Charles G., Martinsville, N.J.
Bordy, Michael J., Mission Hills, Kan.
Bowen, Jeffrey H., Canandaigua
Braverman, Richard L., Oradell, N.J.
Brillman, David A., Cheltenham, Pa.
Brown, Paul F., Watertown
Buck, David H., Huntington
Burch, Alexander C., Norfolk, Va.

Calvert, Arden A., Jamestown
Carlisle, David L. H., Watertown
Carr, Corwin J., Jr., Waterford, Conn.
Carter, Douglas C., Charlottesville, Va.
Castellano, Cosmo F., Whitesboro
Caswell, John B., Lincoln, Mass.
Clay, Walter H., Southold
Collins, Jeffrey M., Huntington
Connolly, James W., Manhasset
Cuozzi, William F., III, W. Orange, N.J.
Curcio, Paul V., N. Andover, Mass.
Czarnowski, Gregory, Weston, Mass.

Darrigrand, Charles E., Whitesboro
Dawes, Jerome M., Clinton
Dawson, David L., Endicott
Delaney, Timothy J., Wantagh
Diggs, Daniel W., Richmond, Va.
Dobie, Brian J., Wakefield, Mass.
Dobransky, Roman S., Johnson City
Donohue, John J., Orange, Conn.
Douglass, Kingman S., Lake Forest, Ill.
Duerr, David R., Rochester
Dunn, Lawrence R., Rome
Dunn, Thomas P., Bronx

Eichler, Lawrence W., Glens Falls
Eisenhut, Gregory A., Deansboro
Emerson, Warren M., Wyoming

Falk, Jonathan R., Endwell
Fallon, Craig M., Utica
Farrell, Mark M., Troy
Fasolino, Peter A., Mamaroneck
Febland, Nigel T., White Plains
Flores, Stephen W., Brooklyn
Floyd, Jeffery C., North Brook, Ill.
Flynn, Charles L., Jr., Orange, Conn.
Ford, Paul M., III, Rochester
Forrest, Robert A., Dover, N.J.
Found, Ernest M., Batavia
Fowler, Stephen H., New York

Gadbow, William J., Whitesboro
Gaylord, Lawrence R., Manasquan, N.J.
Gaylord, Robert F., Collins
Gian, Robert E., Buffalo
Gibson, James McG., Los Gatos, Cal.
Gilbert, Glen S., New York
Goehner, Frederick B., N. Syracuse
Goldmuntz, David T., Scarsdale
Grabell, Jeffrey S., Cheltenham, Pa.
Green, Steven J., Greenwich, Conn.
Gregg, Godfrey A., New York
Gregorian, John P., Armonk

Hage, Jaime N., Utica
Hammel, Bruce H., Skaneateles
Hanek, Robert N., Fairfield, N.J.
Hanley, Mark E., Staten Island
Harris, Randall J., Great Neck
Hasak, James P., Endicott
Hasbrouck, Charles J., New Paltz
Hasskarl, Philip A., Montoursville, Pa.
Heitzman, Mark R., Syracuse
Heller, Andrew S., Batavia
Heller, Francis M., Bethlehem, Pa.
Herrick, Craig J., Oneonta
Herrman, Jan M., Orange, N.J.
Hertzog, David R., Elmira
Hewitt, Jeffrey C., Fayetteville
Hillsgrove, Martin F., Mystic, Conn.
Hirsh, Fred J., Franklin Square
Hoar, Robert S., Weston, Mass.
Holender, Fred, Snyder
Hollinshead, James B., W. Hartford, Conn.
Hopper, Douglas T., Chappaqua
Hughes, Donald A., Norwalk, Conn.
Hughes, Joseph M., Olean
Hutchinson, Martin J., Brooklyn
Hutchison, Jonathan S., Bloomsburg, Pa.

Ingham, Michael F., Lakewood, Colo.

Janosky, Thomas A., Pittsford
Johnson, Bruce R., Wilbraham, Mass.
Joyner, Emanuel, Philadelphia, Pa.
Judd, Lawrence G., Dix Hills

Kane, Martin J., Binghamton
Kaye, Gordon D., Valley Stream
Kaye, Stanley M., New York
Kendall, Donald R., Jr., Darien Center
Kennedy, James O. K., Rochester
Keren, Robert J., N. Bellmore
Kirschenbaum, Peter C., N. Syracuse
Knox, John C., Needham, Mass.
Krumeich, Jonathan T., Greenwich, Conn.
Kuhn, Eric D., E. Aurora

Leonard, Geoffrey R., Utica
Levenson, Louis, Freeport
Levin, Adam L., Waterbury, Conn.
Levy, Alan L., Woodmere
Liebling, Charles, New York
Lifset, Marc J., Loudonville
Linakis, James G., Utica
Linett, Alan, Brooklyn
Logan, James D., Westport, Conn.
Lurie, Evan J., Fair Lawn, N.J.
Lynch, John E., Jr., Niantic, Conn.

Macali, William M., Guilderland
Mackintosh, David D., Jr., Dover, Mass.
Madonia, Benjamin P., III, Buffalo
Malcom, Stephen L., Concord, Mass.
Marten, Kenneth L., Roslyn Estates
Masters, William H., III, St. Louis. Mo.
May, Elliott O., Needham, Mass.
Mazzarella, Anthony M., Sidney
McDougal, Patrick G., Mineola
McLean, Gardner H., New Hartford
Meyer, Michael R., Scottsville
Mitchell, Dean, Pearl River
Montalbano, Paul, Huntington
Morgan, Jeffrey K., Wyckoff, N.J.
Monroe, Joseph G., Staten Island
Morris, Paul K., Santruce, P.R.
Morse, David J., Albany
Mosner, Andrew, New York
Mullen, Dennis C., Chelmsford, Mass.
Muska, Richard A., Binghamton

Nania, John S., Cortland
Nunziato, Gennaro P., Huntington

Orlando, Rocco, III, Bethany, Conn.
Osborne, John C., Vestal

Parker, Harry L., II, Rochester
Parks, Matthew N., Detroit, Mich.
Peach, Timothy E., Clinton
Pearse, Jeffrey G., S. Miami, Fla.
Peppard, George N., Neville, Mass.
Peskin, James D., Princeton, N.J.
Phillips, Harry P., III, Arlington, Texas
Pirodsky, Thomas A., Freeport
Pomeranz, Vincent L., Valley Stream
Porter, David F., Albany
Porter, Leroy J., Brooklyn
Potter, Robert DeG., N. Tarrytown
Powers, John M., Utica
Psiaki, John M., Wyckoff, N.J.
Pum, William D., Rochester

Ramsey, Bennett H., Towson, Md.
Reichard, Scott C., Cheshire, Conn.
Riemer, Douglas J., Greenport
Rienzo, David A., Waterville
Rishel, James A., Clinton
Rose, Jeffrey A., Livingston, N.J.
Roth, Richard M., Freeport
Ruckert, Eric W., Pittsford
Ruff, Daniel M., Utica

Sager, Lawrence C., Dewitt
Sargent, Lucius M., III, Dedham, Mass.
Schaefer, Matthew J., New York
Scheu, Stephen E., Buffalo
Seremet, Kenneth F., Fayetteville
Sewell, Joseph S. F., Clinton
Shallish, Neil F., Jamesville
Shapland, David S., Lowville
Shepp, David H., Trenton, N.J.
Sherer, Michael W., Alden, Ill.
Sherwood, James A., DeWitt
Shillieio, David S., Burlington Flats
Shumaker, Peter McK., New Canaan, Conn.
Sinche, Robert M., Wantagh
Singer, Douglas E., Scarsdale
Smith, David B., Rochester
Smith, Robert C., Briarcliff Manor
Smith, William J., Jr., Albany
Solon, Matthew B., Yonkers
Song, William H., Tacoma, Wash.
Stack, Nathan S., New Canaan, Conn.
Stellato, Vito J., Loudonville
Stidwell, Donald E., Baltimore, Md.
Stimson, David C., Cincinnati, Ohio
Stone, Arthur A., Seaford
Stone, Peter Lyle, Great Neck
Sundman, John R., III, N. Caldwell, N.J.
Swim, Gary D., Cincinnati, Ohio

Taylor, Donald E., New York
Taylor, Thomas R., Jr., Towson, Md.
TeBordo, Nicholas E., Salem
Tompkins, Craig H., Bath
Turner, Linton W., Ocean City, N.J.

Verrill, Charles T., Clinton

Wagoner, Stephen A., Hot Springs Nat. Park, Ark.
Walpole, Mark H., Kensington, Md.
Walter, Dale N., Easton, Conn.
Warren, Harold S., Brooklyn
Waters, James M., Glenridge, N.J.
Watkins, Edward G., Amityville
Webster, Robert H., Baltimore, Md.
Weeden, George R., III, Ilion
Weichselbaum, Paul D., Flushing
Weimer, Joseph P., Clinton
Welsh, Alerick O., St. Regis Falls
West, George P., III, Baltimore, Md.
Whitham, William L., Andover, Mass.
Wieboldt, James G., St. Louis, Mo.
Wiechmann, Mark J., Westport, Conn.
Williams, Bruce A., N. Massapequa
Williams, Jeffrey M., Cuba
Williams, John B., Grosse Point Farms, Mich.
Wingert, Lawrence A., Cobleskill
Wissler, Richard N., Canandaigua

Yu, William R., Plandome

Zapolski, Scott, Princeton, N.J.
Zuckerman, Steven J., Fair Lawn, N.J.
Zumbrum, Robert A., Clinton

CLASS OF 1975

Adams, John P., Manlius
Alexander, Joel P., Spring Valley
Applegate, Robert W., Ilion
Arturi, Peter A., Jr., Greenwich, Conn.
Assumma, Frank, Scarsdale
Aubry, Richard M., Ottawa 5, Ontario, Canada

Backus, David K., Allison Park, Pa.
Badger, Richard M., Scotia
Barton, Robert O., Jr., Snyder
Bashant, Keith D., Tupper Lake
Batley, Robert D., Jr., Vestal
Bayer, Peter B., New York
Bernard, William M., Jr., Towson, Md.

Berry, Jonathan S., New Canaan, Conn.
Blanchard, Paul J., Potomac, Md.
Bogan, Thomas P., Clinton
Bogle, Harold W., E. Dennis, Mass.
Bowden, Andy J. C., Ft. Worth, Texas
Bowe, Timothy F., Fonda
Boxx, Glenn O., Cleveland, Ohio
Brody, David A., Eggetsville
Bronstein, Scott W., Huntington
Brooks, Eric B., Rome
Bryson, Richard E., Rochester
Budoff, Robert S., Lynbrook

Calder, John C., Jr., Colorado Springs, Colo.
Carlberg, Jeffrey H., Scottsville
Carpenter, Robert N., Nanuet
Carter, Timothy G., Ilion
Catapano, Michael S., Bethpage
Clark, Kevin A., Madison, N.J.
Clarke, David C., N. Haven, Conn.
Cohen, Bruce A., Brooklyn
Cohen, Jay N., Great Neck
Collier, William H., III, Ellenville
Collum, Edward H., Jamesville
Comins, Jeffrey R., Sidney
Conboy, James E., Fort Plain
Condit, Donald C., Northport
Coogan, Thomas D., Bronx
Cotlowitz, Daniel I., Wantagh
Cusick, Stephen W., E. Norwalk, Conn.

Davis, Randy F., Monroe
Day, Peter F., Chappaqua
Delany, Sean C., Stamford, Conn.
DiCarlo, Vincent L., Brooklyn
Dince, David M., Scarsdale
Donehower, Bruce T., Short Hills, N.J.
Donnelly, James R., E. Syracuse
Dooley, Raymond E., New Hyde Park
Drake, Trevor R., St. Paul, Minn.
Drapalski, Henry J., Jr., Herkimer
Drew, Kevin B., Delmar
Duggan, David B., Syracuse

Emerson, John B., Larchmont
Emmons, John H., Jr., Marlton, N.J.
Evans, Robert L., Williamsville

Ferris, Richard W., Madison, N.J.
Fett, George E., Jr., Seaside Park, N.J.
Finan, Daniel L., Allegany
Finan, Thomas J., Allegany
Flynn, Steven H., Manhasset
Fram, Donald T., Wantagh
Frank, Jonathan R., Douglaston
Fraser, Mark W., Rye
Fredell, Joel W., E. Rochester
Friedman, Gene S., Livingston, N.J.

Garcia, Pedro A., Brooklyn
George, Caleb A., Jr., Whitesboro
Gillmore, David G., Hamilton
Glick, Henry A., Merion, Pa.
Godlewski, David W., Ravena
Griffing, Mark E., Oneida
Guthrie, Joseph B., Greenbay, Wis.
Gyenge, Robert S., Trenton, N.J.

Hadley, David C., Boxford, Mass.
Haimes, Barry G., Valley Stream
Halligan, Robert S., Jr., Syracuse
Halpern, Phillip L., E. Williston
Hansen, Curt S., Huntington
Harding, Coleman B., Clinton
Hart, Robert, New York
Hassett, Michael J., Flushing
Hedstrom, Gilbert S., E. Aurora
Helander, John E., Jr., Highland Park, Ill.
Held, John A., Penfield
Henley, Kenneth, Forest Hills
Hooke, Albert W., Rochester
Horn, Michael J., Boston, Mass.
Hoyt, Vlad D., Mt. Pleasant
Hutchins, John S., Mill Neck
Hylans, Robert E., Port Washington

Ianello, Angelo J., Port Chester

Jacobwitz, Howard S., Merrick
James, Jeffrey H., Oxford, Pa.
Janata, Jeffrey W., Blacklick, Ohio
Johnson, Bradley McK., Balboa, Cal.
Jones, Alan C., Stoneham, Mass.

Kalina, Kent M., Liberty
Kaminsky, Peter M., Stamford, Conn.
Kaplan, Michael R., Buffalo
Kaplan, Richard L., Brooklyn

Katsampes, Andrew C., Short Hills, N.J.
Karl, Gary L., Scotia
Kevenk, Engin, Istanbul, Turkey
Klapper, Richard H., Yorktown Heights
Koffs, Richard L., Philadelphia, Pa.
Konen, Joseph C., Kingston
Krakow, Robert J., Valley Stream
Krensky, Stephen A., Lexington, Mass.
Kulle, David A., Camillus

Lannon, James M., Fayetteville
Larson, Jeffrey S., Scarsdale
Lawrence, Geoffrey E., Jr., Brooklyn
Leckie, Mark M., Wilton, Conn.
Lenihan, Kevin M., Smithtown
Levy, Jack, Port Washington
Lewis, Joseph S., New York
Lindsay, Stuart C., Milwaukee, Wis.
Lloyd, John J., Pittsford
LoFaso, Anthony J., Plainview
Lotto, Peter B., Mountain Lakes, N.J.
Lucia, Thomas L., Rye
Ludwig, James M., III, Binghamton
Lyford, Robert W., Wilmington, Mass.

MacDonald, Robert C., Rome
Mackay, Hugh R., Monroe
Mallon, George B., Hamburg
Matthews, Gary C., St. Albans
McDevitt, Bruce D., Abington, Pa.
McFarlan, John W., Glencoe, Ill.
McKibbin, Frederick A., Painted Post
McLean, David R., Newport
McTernan, Kevin J., Vienna, Va.
Melville, Charles S., Denver, Colo.
Mengel, Craig A., Albany
Millendorf, Steven A., Wappingers Falls
Minter, Robert W., Jr., King of Prussia, Pa.
Morison, Bradley B., Edina, Minn.
Morrison, Malcolm J., Voorheesville
Mueller, Steven F., Binghamton

Needham, John C., Syracuse
Nelson, Mark E., Elmira
Neri, Louis R., Selkirk
Newell, John M. P., Madison, N.J.

Oakes, David T., Pittsfield, Mass.
Ogden, Herbert G., Jr., Marcy
O'Leary, Francis M., St. John's, Newfoundland, Canada
Ostrer, Mitchel E., Kings Point
Ostrov, Benjamin C., Dix Hills

Pacilio, Louis V., Utica
Palmieri, Richard C., N. Syracuse
Parker, David B., Lenox, Mass.
Percy, Martin C., Watertown
Percy, Stephen L., Watertown
Perelson, Glenn H., Brooklyn
Port, Howard G., Newark
Porter, Robert D., Bridgeport
Prince, William, Florham Park, N.J.
Purcell, William P., III, Wallingford, Pa.

Radcliffe, William B., Baltimore, Md.
Regan, James M., Warsaw
Regan, Peter M., New York
Reppun, John L., Kaneohe, Honolulu, Hawaii
Rice, Ron, Great Neck
Richards, Douglas W., Seaford
Riddle, Jeffrey, Cleveland, Ohio
Riessen, Howard P., Kenmore
Rising, Hawley K., III, Lexington, Mass.
Roch, George G., Willimantic, Conn.
Rodgers, Samuel W., Princeton, N.J.
Rosenbaum, Howard S., Spring Valley
Rubin, Howard P., Westfield
Rudd, Robert H., Hastings-on-Hudson
Rury, Charles D., Binghamton

Sapareto, Thomas A., Haverhill, Mass.
Scheier, Neil R., Merrick
Schneider, Roger E., Woodmere
Schwartz, Christopher L., Westport, Conn.
Schwenk, Edwin C., Southampton
Seelin, Jack M., Wantagh
Shapiro, Martin R., Port Washington
Sigmund, Robert J., Yonkers
Silver, Richard K., Suffern
Skolnick, Lee H., Flushing
Skvir, John, Jersey City, N.J.
Sluys, Peter W., Pearl River

Snyder, Kevin A., Madison
Sobel, Andrew C., W. Hartford
Sohn, David L., Jr., Huntington
Sollinger, Robert W., III, Bedford
Speno, Steven M., Watertown
Speyer, Thomas W., Hastings-on-Hudson
Stalker, William D., Somerville, N.J.
Standig, Marc S., Paramus, N.J.
Stickford, David W., Berea, Ohio

Tacke, Dirk C., Ligonier, Pa.
Tepper, Steven G., Valley Stream
Terepka, Raymond H., Scottsville
Thaler, Bruce Jay, Laurel Hollow
Thomas, John D., Holland Patent
Thompson, Robert S., Waddington
Thomsen, Keehn, Bellevue, Wash.
Trachtman, Daniel D., W. Lafayette, Ind.
Tso, Chak Y., Kowloon, Hong Kong
Turbayne, Ronald M., Rochester
Turco, Edward P., Glen Rock, N.J.

Underwood, William D., Seoul, Korea
Usher, Richard A., Jr., Clinton

Wallace, Jeffrey C., Clinton
Wallace, Richard J., Rockville, Md.
Walsh, George M., Garden City
Wang, Peter, Fair Lawn, N.J.
Webber, Daniel S., IV, Columbus, Ohio
Webster, Hezekiah B., Clark Mills
Weiss, David A., Arlington, Va.
Westcott, John B., III, Binghamton
Wettlaufer, Warren T., Buffalo
Wheeler, Francis R., III, Brooklyn
Wicks, Peter C., Cazenovia
Wilson, Kenneth, Oceanside
Wilson, Peter B., Schenectady
Winter, Robert A., Ogdensburg
Worley, Stephen, Unionville, Conn.
Wright, Douglas R., Olean
Wright, Scott A., Clinton

Zabel, Robert A., Jr., Syracuse
Zimet, David D. W., Woodstock

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Ascherl, Peter S., Kitchener, Ont., Canada
Atwater, Richard S., Fayetteville
Avery, Craig R., Pittsford
Ayres, Stephen T., Hamilton, Ohio

Badalament, Robert A., Bloomfield Hills, Mich.
Baker, David H., Rome
Bambic, Robert M., Little Falls
Barry, Kevin A., Manhasset
Beaudry, Peter T., II, Homer
Bedford, Henry W., N. Hampton, N.H.
Behrman, David A., Peekskill
Benson, James R., Clinton
Benton, James E., Elizaville
Bergfield, Paul R., Aruba, Neth. Antilles
Berglund, Thomas T., Armonk
Bergmann, Carl F., Sturbridge, Mass.
Berman, Roger H., Pleasantville
Binner, Robert A., Jr., Cheektowaga
Blagbrough, Gordon W., Wilton, N.H.
Blaustein, Steven A., Fort Lee, N.J.
Blow, Steven R., Waverly
Bonomo, Robert A., Bronx
Borden, Michael H., Woodbury
Brace, Stephen H., Fayetteville
Bradford, Geoffrey L., Monrovia, Liberia
Brandt, Mark E., Leona Valley, Cal.
Brooks, Steven G., Mattituck
Brown, Gary S., New York
Brown, Gregory W., Salamanca
Brown, James H., Terrace Park, Ohio
Brown, Louis C., Jr., Atlanta, Ga.

Brown, Steven C., York, Pa.
Brownell, Mark D., Syracuse
Bulger, Michael E., Troy
Buonanno, David L., Liege, Belgium
Buonanno, Gary P., Trenton, N.J.
Burling, James S., Chatham, N.J.
Bylund, David J., Bemus Point

Cannon, Michael E., Port Washington
Cantor, David A., Princeton, N.J.
Carter, Bruce S., Fredonia
Cary, Charles R., Philadelphia, Pa.
Cashen, Jon M., Ft. Wayne, Ind.
Caswell, Christopher K., Lincoln, Mass.
Cater, Charles B., Millburn, N.J.
Chanatry, Brian J., Utica
Cheney, Neil M., III, Framingham, Mass.
Chormann, Frederick H., Jr., Lewiston
Church, David E., Williamstown, Mass.
Coffin, John F., IV, New Milford, Conn.
Colby, H. Alan, Quincy, Mass.
Conner, Timothy B., Chenango Forks
Conway, Kevin J., Woodgate
Cordia, Louis, Buffalo
Courage, Bruce C., Canandaigua
Cramer, Jonathan, Schenectady
Cross, David D., Owings Mills, Md.
Crump, Andrew G., Gambier, Ohio
Cunningham, John F., New Hartford
Curran, John T., Freeport
Curtis, James M., Potsdam

Daly, Daniel D., Chadwicks
Danforth, Murray S, III, Providence, R.I.
David, Michael J., Chevy Chase, Md.
Denholm, David E., Clinton
DeVittorio, James H., Ridgway, Pa.
Dewan, Vikram, Sofia, Bulgaria
Downing, Herbert J., Clarence
Drinker, Edward M., Flourtown, Pa.

Eberle, Richard D., Jr., Fayetteville
Eisner, Neil D., Short Hills, N.J.
Errico, Vincent D., Winchester, Mass.

Familetti, Harry G., Havertown, Pa.
Feingold, Jeff A., Brooklyn
Fieweger, Peter C., Wilton, Conn.
Finan, William T., Allegany
Foley, William M., Springfield, Mass.
Follansbee, Arthur S., Andover, Mass.
Friedman, Steven E., W. Islip
Fung, Ernest C., Kowloon, Hong Kong

Garrett, Dale, Utica
Garry, Charles J., E. Berne
Geary, John D., Garden City
Gelber, Brian R., Scotia
Giarra, James E., New Providence, N.J.
Gimenez, Eduardo, Clifton Springs
Gioia, Horace A., Jr., Buffalo
Glucroft, Douglas S., Staten Island
Godsell, Kenneth B., Amherst, Mass.
Gold, Edward S., Binghamton
Gorman, Stephen M., Princeton, N.J.
Grandfield, John D., W. Roxbury, Mass.
Greenwood, Thomas H., Dewitt
Grieves, Robert T., Kenmore
Gross, Kenneth W., Great Neck
Grossman, Robert S., New York
Guerrier, Eddy, Port au Prince, Haiti, West Indies
Guy, Martin I., Binghamton
Haas, Blair K., Shaker Heights, Ohio
Handly, Marshall J., Vienna, Va.
Hannon, Robert T., New York
Hansen, Erik S., Beaver Falls
Hargrove, Steven L., Baltimore, Md.
Harley, William G., Westport, Conn.
Hathaway, Charles B., Jr., Governors Island
Haweeli, Stephen E., Manhasset
Hellreich, Mark A., Brooklyn
Heyl, John T., Exeter, N.H.
Hiroshima, Edward Y., Hartsdale
Hodges, James J., Jr., Cambria Heights
Howard, Michael A., Fairport
Howe, Robert L., Brooklyn
Humphrey, Jon H., Ithaca

Jamison, Philip A., Clinton
Joelson, David F., Hartsdale
John, David P., Nahant, Mass.
Johnson, Paul K., III, Plainfield, N.J.
Johnson, Robert J., Selkirk

Kaplan, Robert E., Flushing
Kasdorf, Mark K., Bridgeport
Kasman, Matthew B., New York
Keith, Alexander C., Hartsdale
Keller, Jeffrey I., Neponsit
Kinney, Douglas E., Barton
Klontz, Karl C., Washington, D.C.
Kratz, Owen E., Latham
Kraus, Eric M., Great Neck
Kreiswirth, Barry N., Elizabeth, N.J.

Lacy, Ronald L., Converse, Texas
Leff, Thomas D., New York
Lehr, Rodger W., Jr., Amherst, N.H.
LePorte, James L., III, Commack
Lieberman, Bruce A., Livingston, N.J.
Lipman, Walter M., Spring Valley
Lotze, James G., Rochester
Loughrey, Robert O., Glens Falls
Lowe, Bobby L., New York
Lukas, Gary D., Parma Heights, Ohio

Malcom, Richard K., Concord, Mass.
Manion, Lawrence M., Ilion
Manis, Dean E., Brooklyn
Marks, Peter A., Princeton, N.J.
Marder, Jonathan M., Highland Park, Ill.
Marsh, Steven D., Bayside
Marshall, David, E. Hampton
Mastropolo, Salvatore T., Spring Valley
McCue, Brian G., Lexington, Mass.
McDougal, David B., III, St. Louis, Mo.
McGuire, Clarke F., Syosset
McLoone, Thomas P., N. Merrick
McMurray, Mark C., Upper Montclair, N.J.
Meagher, Matthew T., Brooklyn
Indje, Sarper A. M., Nicosia, Cyprus
Mesinger, Mark F., Chappaqua
Miller, David J., Orchard Park
Min, Edwin K., Raleigh, N.C.
Montalvo, Phillip J., New York
Moore, Thomas J., Williamstown, Mass.
Morris, Robert S., DeWitt
Muldoon, John D., Salem, W. Va.
Muller, Gregory, Ravena
Murgai, Vijay, New Delhi 21, India
Murphy, Richard E., Rockville Centre
Muszynski, Stuart, Shaker Heights, Ohio

Navarre, John A., Toledo, Ohio
Neville, Gary W., Endicott
Newman, Douglas G., Fly Creek
Newman, Thomas C., Rochester
Nissi, Nordo M., III, Bradford, Mass.
Njie, Saihou O., Brooklyn
Nold, Thomas F., Delmar

Obernesser, James F., Utica
O'Donnell, William G., Jr. Massapequa
O'Hearn, William J., III, Wilton, Conn.

Pandolfi, Gary J., Marion, Mass.
Parker, Lmichael S., Pleasantville
Pasqua, John J., Pelham
Paul, Martin K., Pittsburgh, Pa.
Pechmann, James C., Binghamton
Pechmann, Joseph H. K., Binghamton
Peek, William DeW., Jr., Westfield, N.J.
Pelz, Robert L., Jr., Scarsdale
Persons, James C., Port Washington
Perticone, John L., Webster
Petrie, George C., Garden City
Phang, Whang S., Newport, R.I.
Polakoff, Steven L., Milburn, N.J.
Pollock, Stewart A., Cooperstown
Pranchak, William L., Jr., Clinton
Presutti, Robert A., E. Rochester
Pryor, David G., Clinton
Puleo, Vincent M., Utica

Radin, Mitchell E., Fayetteville
Raglmar, Jesus, Chevy Chase, Md.
Ramsey, Thomas F., Towson, Md.
Regan, Kerry C., Camillus
Reynolds, Donald B., Jr., Berkley Heights, N.J.
Rockwood, Michael R., Duluth, Minn.

Rosner, Daniel A., Great Neck
Rutherford, Joseph J., Waterville

St. George, Robert B., Towson, Md.
Schutt, David G., Albany
Scoon, Anthony K., New York
Scott, Matthew J., Port Washington
Seltzer, Barry S., Eastchester
Shea, William A., Chittenango
Shoen, Timothy I., Dewitt
Shrum, Joseph P., Charlottesville, Va.
Shulansky, John D., W. Hartford, Conn.
Siegel, Robert J., Brooklyn
Sigler, John M., Kansas City, Mo.
Silverman, Alan H., Elkins Park, Pa.
Simon, Steven A., Caldwell, N.J.
Singer, Alec S., Rockville Centre
Slade, Herbert B., Camillus
Smith, Brian J., Albany
Smith, Gary P., New Hartford
Smith, Jordan F., Pittsford
Smith, Mark M., Derby
Soba, Stephen B., Brooklyn
Sommer, Peter M., Great Neck
Sonnenberg, Craig E., Kingston
Spirduso, Doug M., Streator, Ill.
Spritzer, Stephen M., Paramus, N.J.
Steiner, Karel, Chevy Chase, Md.
Stugis, Walter C., Jr., Penfield
Swenson, Richard R., New Shrewsbury, N.J.
Syage, Jack A., Garden City

Tanioka, Stephen P., Honolulu, Hawaii
Tannenbaum, Lawrence S., N. Woodmere
Terranova, Joseph J., Lancaster
Thomas, Carl L., Jr., Kirkville
Thomas, Gregory W., Syosset
Thomas, Richard M., New Hartford
Thompson, William B., New York
Thomson, Herbert J., Greene
Tint, Charles H., New York
Tokoli, John F., Rochester
Toop, Richard S., Commack
Townes, James E., II, Willingboro, N.J.

Vanderveer, John H., III, Mineola
Vaughan, Maurice J., Binghamton
Vigren, John C., Port Washington
Villanova, Gary M., Cedar Grove, N.J.
Vincelette, Richard B., Chittenango
Voorhees, William D., III, Guilderland

Wachspress, Joseph D., Woodmere
Walsh, Dennis P., Oxford
Weisser, Robert D., Flemington, N.J.
Whitehill, Mark B., Jericho
Whiteley, Horace W., III, Pelham
Wight, Richard D., Bemus Point
Williams, Mark E., Watertown
Wiseman, Dana, Jamesville
Wolfe, Alain R., Bowling Green, Ohio
Wollman, David C., Blue Bell, Pa.
Woodlock, Timothy J., Webster
Worden, Robert P., Jr., Auburn
Wright, Vroman L., Albany
Wrigley, Bruce D., Springfield, Pa.

Young, Bruce P., Rockaway, N.J.

Zaiden, Joseph J., Spring Valley
Zasada, Andrew P., Windsor, Conn.
Zelvin, Steven L., E. Hartford, Conn.
Zenowich, P. Christopher, Bantam, Conn.

CLASS OF 1977

Ackerson, Fred M., Cuba
Adelfio, Guido, Chevy Chase, Md.
Allen, Thomas C., Westfield, Mass.
Amis, L. Randolph, III, Washington, Pa.
Angulo, Ricardo A., Goldensbridge
Arden, Thomas W., Toms River, N.J.
Armstrong, Alan R., West Winfield
Ashby, W. David, Warner Robins, Ga.
Attridge, Robert H., Jr., Fayetteville

Bagley, Roswell P., III, Buffalo
Bagwill, John W., III, Chappaqua
Baker, David G., Elmira
Bannan, Michael A., Westbury

Barnhill, Phillip W., Minneapolis, Minn.
Barriere, Brent B., Alexandria, Va.
Barron, John G., Vernon Center
Barrows, Peter S., Cazenovia
Bawol, Paul M., Sauquoit
Becker, Daniel F., New York
Berger, Jan P., Eastchester
Bergwall, Reed G., Buffalo
Berlin, Stuart M., Little Neck
Bliss, George S., Mt. Vision
Bornmann, William C., Westfield, N.J.
Boshart, Michael R., Turin
Bostom, Andrew G., Little Neck
Bowen, Mark S., Rye
Bracaglia, Thomas P., Warren, N.J.
Brenner, Jonathan S., Livingston, N.J.
Bressler, Peter B., Durham, N.C.
Burns, Kevin J., Schenectady
Burns, Richard D., Huntington

Campagnoni, Arthur W., Solvay
Campbell, Kevin J., Snyder
Carter, John R., Scottsville
Charbonneau, Thomas E., Manhasset
Chin, Michael, Astoria
Chizzonite, Donald J., Mohawk
Cohen, Jeffrey B., Troy
Coombes, Brian R., W. Simsbury, Conn.
Curran, Mark S., Snyder

Davis, Clifford S., Pittsburgh, Pa.
Davol, Peter E., Greenwich, Conn.
DeBlois, James G., Utica
DeCamp, Christopher D., Latham
Domingo, Antonio S., Rosemont, Pa.
Donahue, John D., Princeton, N.J.
Donaldson, James A., Warren, Pa.
Driscoll, John P., Troy

Edick, Paul R., Lowville
Eilenberg, Adam D., Flushing
Ewald, Edward A., Mahwah, N.J.
Ewing, Thomas M., Canandaigua

Farmer, Bruce A., Keene, N.H.
Farrell, Patrick M., Fayetteville
Feldman, Stephen M., Freeport
Ferguson, Scott S., St. Louis, Mo.
Filipski, Mark W., Little Falls
Finucane, William M., Hartsdale
Fiorino, David P., Poughkeepsie
Fleisher, Jonathan B., Watertown, Conn.
Flynn, Michael S., Carmel
Forand, Joseph M., Birmingham, Mich.
Forbes, Daniel J., Hempstead
Francis, James B., III, Westbury
Fridriksson, Snaebjorn, Eyjafjord, Iceland
Friedman, Lee E., Elkins Park, Pa.
Frisina, Robert D., Pittsford

Garfinkel, David A., New York
Gelb, Harry, New York
George, Shawn P., Simsbury, Conn.
Getz, Gregory J., Whitesboro
Gillmore, George R., Jr., Hamilton
Glickman, Laurence T., Montreal, Quebec 217, Canada
Goldenberg, Steven A., Fair Lawn, N.J.
Golob, James S., Middletown, Conn.
Graefe, Thomas M., Massapequa
Gramaglia, George J. Hicksville
Grasberger, Stephen K., Media, Pa.
Greenhalgh, David G., Jamesville
Griffith, Thomas G., Duluth, Minn.
Griggs, David M., St. Paul, Minn.
Grosfeld, Scott K., Forest Hills
Gross, Joseph H., Arlington, Mass.
Gulick, Hans, Hanover, N.H.

Hagan, Kevin F., Port Washington
Haggerty, Donald F., Westbury
Hamilton, Alexander M., New York
Handschumacher, Kurt R., Branford, Conn.
Hanslowe, David E., Newfield
Harrington, Roby, IV, Darien, Conn.
Hart, Leo H., Troy
Hart, Robert M., Mt. Kisco
Hart, Warren E., Glen Rock, N.J.
Harwood, James R., Malone
Hayes, Phillip W., Dayton, Ohio
Hess, David P., Latham
Hicks, Renardo L., Philadelphia, Pa.
Hildebrand, Philip C., Oak Park, Ill.
Hinchcliff, John H. W., Lenox. Mass.
Hjelm, Jeffrey L., Hampden, Maine
Hollands, Charles P., Miami, Fla.
Hornor, John W., New York

Hornstein, Bruce F., Eastchester
Hudson, Charles R., Concord, Mass.
Hunt, Giles G., Shady Side, Md.
Hutchinson, William P., Hingham, Mass.
Hyde, Christopher T., Wilmington, Del.

Jackson, Albert D., Albany
Joelson, John M., Paterson, N.J.
Johnson, Erik H., Jamestown
Joss, Kirby A., Tonawanda
Joyce, Lawrence B., Westbury

Kafadar, Cemal, Fatih, Istanbul, Turkey
Kagan, Eliot D., DeWitt
Kahl, William T., Auburn
Kahn, Douglas G., Lake Success
Kaplan, Richard H., Rumson, N.J.
Kaupp, Gregory S., Allentown, Pa.
Kebernick, Calvin S., Westfield, N.J.
Kellogg, Collins F., Jr., Lowville
Kernan, Bruce S., Worcester
Kerr, C. Duncan, Homer
Kizielewicz, Walter D., Buffalo
Kline, David A., Cortland
Klossner, Kenneth G., E. Syracuse
Knopfler, George, Eastchester
Koelle, Richard B., Swarthmore, Pa.
Kondoleon, Harry, Flushing
Kulp, Eric R., Chalfont, Pa.
Kumatz, David J., Smyrna

Lacombe, Jean, Brooklyn
Lark, Charles T., III, Hackensack, N.J.
LaSorte, Antonio F., Binghamton
Lau, Ching C., Kowloon, Hong Kong
Lecher, David L., Carteret, N.J.
Levine, Bruce A., Teaneck, N.J.
Lewis, Adam H., Washington, D.C.
Lie-Nielsen, Thomas McK., Bremen, Maine
Linder, Peter A., Buffalo
Lipkin, David M., Ardsley
Locke, Frederic W., Jr., Philadelphia, Pa.
Lore, Nicholas J., Syracuse
Lowen, Theodore M., Rockville Centre
Luker, Daniel P., New Hartford
Lund, Robert T., Duluth, Minn.
Lust, Robert M., Jr., Webster

MacDonald, John W., III, Washington, D.C.
Mackay, John R., W. Hartford, Conn.
Maggio, William W., Boyertown, Pa.
Malis, Stuart R., Andover, Mass.
Marcal, Michael M., Kowloon, Hong Kong
Marsello, Gregory R., Warwick, R.I.
Marsh, Paul C., Scarsdale
Martin, Jeffrey R., Holley
Masterson, Thomas G., Bogota, N.J.
Matthews, James S., Smithtown
Maynard, Gregory B., Sudbury, Mass.
McDowell, Kevin L., Mountain Lakes, N.J.
McGowan, Kevin P., Malverne
McLean, Scott D., Towson, Md.
Milford, Stephen A., Hamden, Conn.
Miller, Andrew H., Atlanta, Ga.
Miller, Robert E., Chevy Chase, Md.
Minor, James W., Binghamton
Mintz, Steven J., Clifton, N.J.
Morris, Philip C., Orange, Conn.
Morrison, Howard A., Utica
Moskowitz, Michael W., Union, N.J.
Mullaney, Richard T., Saratoga Spa.
Muller, Eugene F., E. Northport
Murphy, Bruce A., Shaker Heights, Ohio
Murphy, John J., Jr., Troy

Nagrod, Peter D., Albertson
Nee, Stephen C., Syracuse
Nichols, David K., Buffalo
Nielsen, Lars, Canaan

O'Brien, Keith M., Melrose, Mass.
O'Brien, Patrick J., Vestal
Ochart, Robert, New York
Olin, Thomas R., Harpursville
Oliver, James B., Watertown
Orr, Charles P., Jr., Pittsburgh, Pa.
Ouderkirk, John T., Jr., Montrose Manor, Pa.
Oyer, Donald J., Frankfort

Pacala, Mark L., Lewisburg, Pa.
Paganelli, Paul G., Glens Falls
Papperman, Theodore J., Paramus, N.J.

Pecchenino, Matthew B., Norwich
Peckham, Bruce B., Canton
Pepe, Gregory J., Seymour, Conn.
Pisanelli, David A., Poughkeepsie
Polvino, Michael F., Hamburg
Portin, Robert J., Eggertsville
Powell, Steven H., Glenside, Pa.
Pratt, Andrew E., Westport, Conn.
Previdi, Richard R., Englewood, N.J.

Quinn, John C., Jr., Rochester

Readling, Joseph A., Oswego
Regan, Patrick M., Waterbury, Conn.
Regan, R. Christopher, New York
Riccio, Robert J., Hope Valley, R.I.
Rich, Campbell H., Chicago, Ill.
Robbins, Michael J., Mt. Vernon
Rock, Robert K., Washington, D.C.
Rogerson, John T., III, Dundee
Rose, Henry J., Yorktown Heights
Rosenbaum, Mark A., Pittsford
Rossi, Raymond N., Stoneham, Mass.
Roth, Jonathon L., Elizabeth, N.J.
Rowan, Robert W., Wallingford, Pa.
Ruben, David, New York
Rudolph, Steven E., N. Woodmere
Ruppel, Thomas A., New York
Rybarczyk, Mark J., Auburn

Santoro, Christopher R., Holley
Savitsky, Steven C., Merrick
Schemeyer, Jon E., Merrick
Schoch, Karl F., Jr., Scotia
Seamon, Nicholas, Port Washington
Seide, Steven T., Levittown
Shafer, William F., IV, Pittsford
Shiro, Louis J., Waterville, Maine
Simmons, Steven Trotter, Troy
Sinker, Edward M., Utica
Sinsigalli, William M., Windsor, Conn.
Smith, David S., London S.W. 7, England
Smith, Kevin P., Millville, N.J.
Snyder, Douglas J., Coral Gables, Fla.
Soto, Martin, Bronx
Spellane, Philip G., Douglaston
Starczewski, David B., New Hartford
Steiger, Lionel L., Longmeadow, Mass.
Stitt, Roderick D., Pelham
Stoenner, Thomas H., Blue Point
Stone, B. Hicks, III, Palm Beach, Fla.
Suslavich, James A., Darien, Conn.

Tarbell, William M., Binghamton
Taskin, Richard S., N. Adams, Mass.
Tow, Frank, Pound Ridge
Tredinnick, Mark W., Lansdale, Pa.
Tulchin, Jeffrey R., Westbury
Tyksinski, Martin J., Rome
Tyler, Jaye T., Manchester, Conn.

Vaux, James E., III, Pittsburgh, Pa.

Walborn, David M., Clifton Springs
Walters, Mark A., Willow Grove, Pa.
Ward, David D., Wallingford, Pa.
Weed, Lincoln D., Underhill Center, Vt.
Weinberg, Philip I., Wyncote, Pa.
Weiner, Corey J., Willingboro, N.J.
Welsh, Peter C., Jr., Cooperstown
White, Terry L., New Hartford
Whitelock, Vincent G., Brooklyn
Whitlock, David C., Tenafly, N.J.
Widman, John H., Elmira
Williams, Alexander D., Buffalo
Willis, Thomas G., Garden City
Woodward, Stephen A., Wellesley, Mass.
Wooldridge, Douglas J., Elmira Heights

Yarmis, Jonathan L., Croton-on-Hudson
Yoskin, Peter, Philadelphia, Pa.
Young, Benjamin K.B., Surrey, England

Ziegler, John MacL., Darien, Conn.
Ziemendorf, Kurt E., Buffalo
Zigmund, Timothy C., Plattsburgh
Zorthian, Stephen A., New York
Zwerner, Daniel P., White Plains

SPECIAL STUDENTS

Aastrom, Carsten, Partille, Sweden
Wilson, T. Douglas, Cardenden, Fife, Scotland

Index

A

Academic program, 28–44
Academic Year in Spain, 38
Acceleration, 36
Administrative offices and staff, 208–209
Admission requirements, 9–12
Advanced placement, 12
Advisors, Board of, 29–30
Advising, academic, 29, 41, 99
Afro-Latin Center, 170, 181
Alumni association scholarships, 19–22
Alumni Council, 209–210
Ancient Civilization courses, 56–57
Anthropology courses, 46–48, 148–151
Application fee, 13
Art courses, 49–50, 101–105, 114–117
Art lending library, 176
Art program, 176
Asian studies, concentration in, 31, 48–49
Athletic facilities, 175
Athletic program, 7, 39, 174–175
Automobiles, 183
Awards, academic, 211–216

B

Bequests and gifts, 233
Bills, payment of, 16
Biology courses, 49–51
Black and Puerto Rican Union, 181
Board and room charges, 14
Botany courses, 141–145
Bristol Campus Center, 169–170
Broadcasting, 180
Business, careers, 43–44
Buttrick Hall, 169

C

Calendar, college, 5
Campus, 167–171
Career Center, 26, 44
Career planning, 41–44
Chapel, 170
Chemistry courses, 52–54
Choir, 178–179
Classics courses, 54–57
Clubs, student, 180–181
Colgate University, cooperative program with, 39
College Board tests, 10
College Scholarship Service, 17
Committees, faculty, 207
Committees, trustee, 198
Concentration requirements, 30–31 (see also specific departments)
Concerts, 178–179
Coordinate college plan, 7, 28
Courses of instruction, 45–166
Courses, late registration, 40
Courses, over-election fee, 14
Courses, selection, 28–34
Credit, summer school, 40
Credit, transfer, 12
Curriculum, 7, 28–44

D

Dance course, 105–106
Debate, 180
Degree requirements, 28–31, 34–35
Degrees, conferral, 41
Dentistry, careers in, 42
Deposits, 13–14
Dining halls, 14, 168
Dismissal, honorable, 37
Dormitories, 14, 167–168
Drama courses, 106–108
Drama and theater concentration, 31, 98
Dramatics, 177

E

Early decision, 11
Economics courses, 57–59
Education careers, 43
Education courses, 60–61, 151–153
Employment opportunities, student, 26
Endowment, 7
Engineering careers, 41
English courses, 61–64, 117
Enrollment, 6
Environmental studies courses, 64
Examinations, entrance, 10, 12
Examinations, special, fee, 15
Expenses, 13–16

F

Faculty, 199–207
Fees, 13–16
Fellowships, 186–187
Film courses, 102
Free Church of Clinton, 173
France, Junior year in, 37–38
French courses, 90–93

G

Geology courses, 65–66
German courses, 66–68
Gifts and bequests, 233
Government courses, 68–72, 151–155
Government service, careers in, 43–44
Grade requirement, 35
Graduate study, preparation, 41–43
Graduation fee, 15
Graduation requirements, 30
Greek courses, 54–55
Guarantee deposit, 13

H

Hamilton, Alexander, 6
Hamilton-Oneida Academy, 6
Health Center, 15, 170–171
Hebrew courses, 117–118
History, college, 6–7
History, courses, 72–75, 118–123
History of science courses, 145–147
Honorary societies, class, 183
Honor system, 7, 173
Honors, commencement, 212–215
Honors, departmental, 214
Honors and awards, 185–194

I

Independent coverage of course work, 38–39
Independent study, 39
Insurance coverage, 15
Interview, admission, 10–11

J

Jewish services, 173
Jewish Studies courses, 124–125
Junior Year in France, 37–38

K

Kirkland, Samuel, 6, 170
Kirkland College, 6, 28, 99–165, 170
Kirkland courses, 99–165
Kirkland cottage, 170

L

Languages, cooperative program with Princeton University, 40
Latin courses, 55–56
Law, careers in, 43–44
Lectures, 177–178
Library, 168–169
Loans, 25–26
Location of college, 167

M

Map of campus, *inside back cover*
Mathematics courses, 76–78
Medical services, 15, 170–171
Medicine, careers in, 42
Minor Theater, 171
Minority group applicants, 9
Modern Languages concentration, 31, 78
Munson-Williams-Proctor Institute, 176
Music courses, 78–80, 109–112
Music, student organizations, 178–179
Musical instruments, 179

N

Newspaper, student, 180

O

Over-all fee, 14–15

P

Pass-fail option, 36
Phi Beta Kappa, 185
Philosophy courses, 80–82, 136–140
Physical education requirement, 39, 175
Physican, college, 171
Physics courses, 82–85
Princeton University, cooperative program with, 40

Prize scholarships, 187–190
Prizes, 190–194
Psychologist, clinical, 171
Psychology courses, 86–87, 155–159
Publications, student, 180

R

Radio station, student, 170, 180
Record library, 178
Refunds, 16
Registration, 12
Registration deposit, 13
Religion courses, 87–90
Religious services, 170, 173
Requirements, admission, 9–12
Residence requirement, 39
Roman Catholic services, 173
Romance language courses, 90–95
Room charge, refund, 16
Room and board charges, 14
Room and board policy, 183
Rooms, dormitory, 14, 167–168
Root Art Center, 169, 176
Root Glen, 167
Russian courses, 95–96

S

Scholarships, 7, 13, 17–25
Scholarship requirements, 18
Science, preparation for graduate study, 41
Secondary school preparation, 9–10
Service organizations, 181–182
Sigma Xi, 185–186
Social fee, 16
Sociology courses, 159–165
Spain, Academic Year in, 38
Spanish courses, 93–95
Speech courses, 97–98
Standards for written and oral work, 34–35
Steuben, Baron von, 6
Students, list of, 217–228
Student employment, 26
Student government, 172
Study abroad, 37–38
Suspension from college, 37

T

Teaching careers, 43
Theater and drama, concentration in, 31, 98
Transfer, 12
Trustees, Board of, 196–198
Tuition and fees, 13–16
Tuition payment plans, 16

W

Washington, D.C., semester in, 14, 38, 72
WHCL-FM, 179, 180
Winter Study Program, 16, 28, 31–34